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ABSTRACT

The curriculum guide is a product of the Alpine School District (American Fork, Utah) program to integrate career education concepts into the curriculum of all junior high schools in the district. The guide offers teacher-developed materials designed to help seventh grade students become aware of the dignity of work and to explore the world of careers. The semester length guide contains lesson plans for the following units: (1) introduction and preparation for career education; (2) school and study habits (to be integrated with English classes); (3) learning about self and others (to be integrated with health classes); (4) introduction to the world of work; (5) self-analysis for career selection; (6) personal preparation for jobs; and (7) preparing for changing times. Behavioral objectives, classroom procedures, instructional materials needed, student evaluation methods, home-community activities and, in many cases, other suggested activities and materials are presented for each lesson plan. Supplemental classroom procedures and activities and worksheets accompany many lesson plans. (BP)

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"Career Education" Junior High School Style
"Semester Course" for Seventh Grade

Conducted Under
Part C of Public Law 90-576

ALPINE SCHOOL DISTRICT
50 North Center
American Fork, Utah 84003

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1974

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

"CAREER EDUCATION" JUNIOR HIGH SCHOOL STYLE

CAREER EDUCATION

A SEVENTH GRADE SEMESTER COURSE IN CAREER AWARENESS AND EXPLORATION

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INTRODUCTION

Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (Kenneth Hoyt)

"Career Education" Junior High School Style is Alpine School District's program to implement career education concepts into the curriculum of all junior high schools in the district. The following materials were developed by Alpine School District junior high teachers and counselors to help seventh grade students become aware of the dignity of work and to explore the world of careers.

TIME SCHEDULE

This career education course is designed for a full semester. In order to teach all the concepts included in this course, the writers recommend the following time schedule:

UNIT I - 2 weeks
UNIT II - 3 weeks
UNIT III - 3 weeks
UNIT IV - 5 weeks *
UNIT V - 2 weeks
UNIT VI - 2 weeks
UNIT VII - 1 week

*A major emphasis of this course is to expose the students to as many careers as possible. The classroom procedures in UNIT IV: Lesson E, Jobs, Jobs, Jobs, are designed to do this and may be extended over a larger part of the semester rather than confined to a few days in the sequence of lessons.

SUBJECT MATTER COORDINATION

To avoid duplication in use of the concepts of this course with those of other classes, it is recommended that the curriculum be coordinated with other teachers, especially in the following areas:

UNIT II: SCHOOL AND STUDY HABITS with English classes.
UNIT III: LEARNING ABOUT SELF AND OTHERS with health classes.

COMMUNITY INVOLVEMENT

A course in career education must involve the community in many ways. Parents are excellent resource persons to describe different careers. Parents can provide transportation and supervision for small group activities. Allow the students to arrange for the visits of parents and other resource persons. The PTA and other community agencies can also provide resources for stimulating career exploration.

JOURNAL

Since many concepts and evaluations will be used in succeeding lessons, it is recommended that the students be assigned to compile a journal of all worksheets and written assignments.

PORTFOLIO

Each student in the seventh grade will develop a career portfolio, which will be available to him throughout his junior high school experience. The portfolio cover could be designed by the student himself or provided by the school. It should be kept in a file in the career education classroom or in the counsellor's office, where the student may add to and review it whenever he desires. The following items should be included in the portfolio during the seventh grade year:

UNIT I:	LESSON D	- Career Development Guide
UNIT IV:	LESSON D	- Interest in Job Families
UNIT IV:	LESSON E	- Research Jobs
		- Field Trip
UNIT V:	LESSON E	- Self-analysis Sheet

CREDITS

The following items were taken from Junior High Career Guidance Curriculum, Student centered Occupational Preparation and Exploration, Utah State Board of Education, 1972.

UNIT I:	LESSON E	Checklist for Audio-visual Aids	pp. 503-506
		Certification of Proficiency	p. 507
UNIT II:	LESSON A	School Subject Worksheet	pp. 663-664
		Schooling vs. Jobs	p. 123
	LESSON C	Survey of Study Habits	pp. 655-658
	LESSON D	Study Conditions Checklist	p. 654
UNIT III:	LESSON B	What is a Value? (adapted)	p. 554
UNIT IV:	LESSON B	Kit Instructions	pp. 514-516
		Kit Tests	pp. 521-525
	LESSON E	Rules for "What's My Line"	p. 590
UNIT V	LESSON C	Interpretation of the Occupational Interest Inventory	p. 535
UNIT IV:	LESSON A	Appearance Rating Sheet (adapted)	p. 681
		Personal Characteristics (adapted)	pp. 690-691
	LESSON C	Interview Questions	pp. 695-696

UNIT I

INTRODUCTION AND PREPARATION FOR CAREER EDUCATION

LESSON A: PREVIEW OF CAREER EDUCATION (Course statement and objectives, classroom rules, citizenship.)

BEHAVIORAL OBJECTIVE:

Each student will participate in a discussion of the course statement and objectives, take part in establishing the class rules and evaluate his own citizenship.

MATERIALS:

Course statement and objectives, one copy for each student.
Outline of Seventh Grade Career Education Course, one copy for each student.
Citizenship Evaluation Form, one copy for each student.

NOTE: It is important that the teacher be enthusiastic and make this first day lesson stimulating and interesting for the students.

CLASSROOM PROCEDURES:

1. Read and discuss the course statement and objectives with the class. What do you think career education means? What do you expect to get out of this course? What do you want to do with you life? What is most important to you? What do you want to be doing 10 years from now? What should you know about yourself? What do you need to know to help you make a decision about your career? How can you really know what you want to do?

2. Read and discuss the course outline with the class, acquainting them with the course material.

3. Formulate a set of class rules through discussion with the students. Why have rules? Have you ever broken rules? What is the result of breaking a rule? Have each student write and/or illustrate what the world (community or school) would be like without rules.

4. Discuss with the student the importance of good citizenship. Have the students fill in the "Citizenship Evaluation Form" (Part I). At the end of the term have the students determine their own citizenship grade by using Parts I and II of this form.

HOME-COMMUNITY ACTIVITY:

Assign the students to take home a copy of the "Outline of the Seventh Grade Career Education Course" and explain the Career Education Class to their parents. After their discussion, the parents should sign the outline and the student should return it to class along with any questions which have risen.

EVALUATION:

The students will discuss the course statement and objective, and explain the course outline to their parents. They will help establish classroom rules and evaluate their own citizenship behavior by completing the evaluation form.

UNIT I

INTRODUCTION AND PREPARATION FOR CAREER EDUCATION

LESSON A: CLASSROOM PROCEDURE 1

COURSE STATEMENT:

Career education prepares the student for successful entry into the world of work and helps him to live a more productive life.

COURSE OBJECTIVES:

1. To develop skills for becoming a more successful and happier student.
2. To develop the skills necessary to know yourself better and to get along with other people.
3. To broaden your outlook on the world of work.
4. To develop the ability to use what you know and organize it in a way that will benefit you.
5. To discover what is involved in wise career planning.
6. To discover the personal qualifications and processes necessary to get and keep a job in the world of work.
7. To be aware of future job trends in the world of work.

UNIT I

LESSON A: CLASSROOM PROCEDURE 2 NAME _____

OUTLINE OF SEVENTH GRADE CAREER EDUCATION COURSE

UNIT I. INTRODUCTION AND PREPARATION FOR CAREER EDUCATION

A. Preview of Career Education
   1. Course Statement & Objectives
   2. Classroom Rules & Citizenship
B. Discussion Skills
C. Decision Making
D. Goal Setting
E. Use of Audio-Visual Equipment (Optional)

UNIT II. SCHOOL AND STUDY SKILLS

A. Why School
B. Grades
C. Appraising Study Habits
D. Study Conditions
E. Use of Time
F. Listening
G. Following Directions
H. Note Taking
I. Memory
J. Test Taking

UNIT III. LEARNING ABOUT SELF AND OTHERS

A. Needs
B. Values
C. Personality
D. Acting and Reacting
E. Communication
F. Abilities
G. Interest and Hobbies

UNIT IV. INTRODUCTION TO THE WORLD OF WORK

A. Why Work
B. Intro. to Career Kits
C. What is a Job
D. Job Families
E. Jobs, Jobs, Jobs

UNIT V. SELF-ANALYSIS FOR CAREER SELECTION

A. Summary of Learning About Self & Others
B. Personality, Communication & Careers
C. Abilities, Interests, Hobbies & Careers
D. Values and Careers
E. Self-analysis & Careers

UNIT VI. PERSONAL PREPARATION FOR GETTING THE JOB

A. Personal Qualifications
B. Job Application and Resume
C. Job Interview

UNIT VII. PREPARATION FOR CHANGING TIMES

This is an Outline of the Seventh Grade Career Education Course. Your seventh grader has been assigned to bring this outline home for you to read and review together. Your signature indicates you have done this.

Student's Name _____

Parent's Signature _____

Comments:

UNIT I

LESSON A: CLASSROOM PROCEDURE 4

Period _____ Name _____

CITIZENSHIP EVALUATION

DIRECTIONS: Rate yourself on a scale from "Never" to "Always" for each of the following items. Remember that responsibility for good citizenship belongs to the individual.

PART I

		(Circle ONE)				
1.	BRINGING BOOKS & MATERIALS TO CLASS (pencil, paper, etc.)	Never	Seldom	Sometimes	Often	Always
2.	MAINTAINING ORDER IN CLASS (not scuffling, loud talking, etc.)	Never	Seldom	Sometimes	Often	Always
3.	WAITING TO BE CALLED ON (not speaking out of turn)	Never	Seldom	Sometimes	Often	Always
4.	POSITIVE ATTITUDE TOWARDS SUBJECT AND CLASS (not complaining)	Never	Seldom	Sometimes	Often	Always
5.	BEING HONEST (not copying tests, papers, etc.)	Never	Seldom	Sometimes	Often	Always
6.	RESPECT FOR THE RIGHTS OF OTHERS (fellow students and teacher)	Never	Seldom	Sometimes	Often	Always
7.	PAYING ATTENTION IN CLASS (not daydreaming, but working to capacity)	Never	Seldom	Sometimes	Often	Always
8.	LEAVING THE ROOM TIDY (not writing on desks, paper on floor, etc.)	Never	Seldom	Sometimes	Often	Always
9.	BEING COOPERATIVE (doing what is asked, when asked)	Never	Seldom	Sometimes	Often	Always
10.	BEING PUNCTUAL (in seat ready to work at the beginning of class.)	Never	Seldom	Sometimes	Often	Always
		M	3	2	1	0
		(Number of times TARDY)				

PART II

1. On the back of this sheet list those items you will try to improve.
2. List comments about this evaluation sheet or about any of the above mentioned items.
3. Based on the above ratings, I think my citizenship grade for the term should be:

___ Outstanding ___Satisfactory ___Unsatisfactory

Student's Signature _____

UNIT I

INTRODUCATION AND PREPARATION FOR CAREER EDUCATION

LESSON B: DISCUSSION SKILLS

BEHAVIORAL OBJECTIVE:

Each student will learn basic discussion skills in an effort to become better acquainted, feel more relaxed in the classroom, and be confident in ability to contribute to class discussion.

MATERIALS:

Murder Mystery clues for students. Pre-cut clues into separate strips, one for each student. Learning Discussion Skills Through Games, Gene Stanford and Barbara Dodds Stanford, (New York: Citation Press, 1969). This book can be obtained from Citation Press, Professional Relations Division, Scholastic Magazines, Inc., Editorial Office: 50 West 44th Street, New York, New York 10036.

Four points of discussion skills (on poster or blackboard)
organization and control
the importance of all students participating
the responsibility of individual students to contribute
the necessity of perceptive listening

NOTE: A pre-lesson assignment is required for Lesson C: Decision Making.

CLASSROOM PROCEDURES:

1. Ask the students to sit in a circle. The first student gives his name. The second student repeats the first name, then adds his own. The third student repeats the first two names, then gives his own, and so forth until all students have had the chance to participate.

2. Have each student write something about himself or some experience he has had. Collect the papers and read them to the class. Have the class guess who wrote each one. (The teacher could also include a paper.)

3. Have the students play the following game to emphasize organization control. Give the following directions: "You are to find the average number of pets of the members of this class. The class must agree on the average number and have someone submit this answer to the teacher. All members must agree on the answer before it is presented." (If the students need to be instructed in how to find an average, instruct them in the procedure. These instructions may be repeated as many times as necessary until all students understand.) Leave the group and do not interfere again until the answer is found.

   Watch the students carefully and keep track of the time involved in solving the problem. Then lead a follow-up discussion with the students to analyze how they organized themselves and how they solved the problem. What kept you from finding the answer more quickly? Did you have any problems in organizing yourselves? Do you need a leader? How could you have solved the problem faster? Is there any skill you feel is important in finding the answer? (Emphasize organization for control.)

4. Have the students work as a group in solving the murder mystry to recognize the importance of all individual contributions. Follow-up by discussing how they could have organized better, what they did right or wrong, and why it was important for each person to participate.

EVALUATION:

Each student will be introduced to the other students in the class, participate in a classroom discussion, and list the four basic discussion skills.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Have the students use letters of their first or last name (or both) to write a description of themselves. For example,

   A cupful of sunshine
   N aughty but
   N ice

   After the students have done this, read them to the class and let the class determine who the descriptions are about.

2. Ask each student to bring an object that pertains to his life. This could be anything from a picture of his mother to a teddy bear. This object will not be shown until later. The other class members will try to determine what the object is by asking questions that can only be answered Yes or No. After the class members discover what the object is, the student will explain why the object is important and will show it to the class.

3. Have each student tell something about himself without talking. This could be done in groups or with the whole class.

UNIT I

INTRODUCTION AND PREPARATION FOR CAREER EDUCATION

LESSON C: DECISION MAKING

BEHAVIORAL OBJECTIVE:

Each student will learn and practice the steps in decision making and analyze his own decision making behavior.

MATERIALS:

What Should You Do? One copy for each student.
Choose in the Dark Game, one copy for each group.

PRE-LESSON ASSIGNMENTS.

The day prior to this lesson assign the students to ask their parents (1) what the two most important decision they ever made were, and (2) the steps they used in making them.

CLASSROOM PROCEDURE:

1. Discuss the parents' answers to the questions from the pre-lesson assignment. What were the parents' most important decisions? How did your parents make their decisions? What are the steps to decision making? List them on the board.

   a. State the problem.
   b. Name the parts of the problem.
   c. Gather information.
   d. State possible solutions and their results.
   e. Select the best solution.

2. Hand out "What Should You Do?" Discuss the first incident with the class. Apply the decision making steps, allowing for questions and clarification. Divide the students into small groups, have them apply the decision making steps to the last two incidents and report their decisions to the class. (You may want to have students suggest problems for the group or the class to help solve.)

3. Give each group a copy of the "Choose in the Dark" game. Have them select one number from each section before looking under the fold. Have the group read the choices they made and then combining the choices from each section, do one of the following activities. (a) Write a short composition pretending they are in the situation, stating their alternatives, their decision and the way they arrived at the decision; or (b) Act out the situation telling the class what they have decided for each problem and why.

HOME-COMMUNITY ACTIVITY

Assign the students to keep a diary and record all the decisions they make during one day. These decisions could include such things as what clothes to wear, what television programs to watch, what foods to eat, etc. Then have the students analyze their decisions by answering the following

questions in a written assignment. (1) Did you make more decisions than you thought you would? (2) Did you have difficulty making some of your decisions? Why? (3) Did you avoid making any decisions? Why? What happened? (4) Did you make any decisions without thinking? What happened?

EVALUATION:

The students will participate in the decision making process and write an analysis of their own decision making behaviors.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

Divide the students into groups and have each group choose one of the following role- playing situations.

1. A boy wants to get a job to earn money for a motorcycle. He has done poorly in school and his parents want him to go to summer school. His mother, father, teacher and a friend each talk to him alone.

2. A girl is caught skipping school. The following people talk to her: The principal, her mother, her father and a friend.

3. A girl is caught shoplifting. The following people discuss with her the problem: Father, mother, shopkeeper, and her best friend.

4. A boy is being held at the police station for illegal possession of drugs. The policeman talks to him. He also talks to his mother, father, and a friend.

Each student will portray one of the characters in the situation. The main character is the focus of attention. He should sit facing all of the others as they in turn tell him: (1) How they feel about what he has done, (2) What they want him to do about it, (3) What they are going to do about it.

The main character should: (1) Listen, (2) Respond to each person and, (3) When they have finished, make a decision on what he will do.

Encourage the students to try to put themselves into their role and express real feelings.

UNIT I

LESSON C: CLASSROOM ACTIVITY NO. 2

WHAT SHOULD YOU DO?

DECISION MAKING STEPS:

1. State the problem.
2. Name the parts of the problem.
3. Gather information.
4. State possible solutions and their results.
5. Select the best solution.

1. You are registering for 8th grade. You may choose only one elective. You like art and feel that you might have some ability. You also play the piano and the chorus teacher wants you to accompany the chorus. Your mother feels you should take reading. Use the five steps to make this decision.

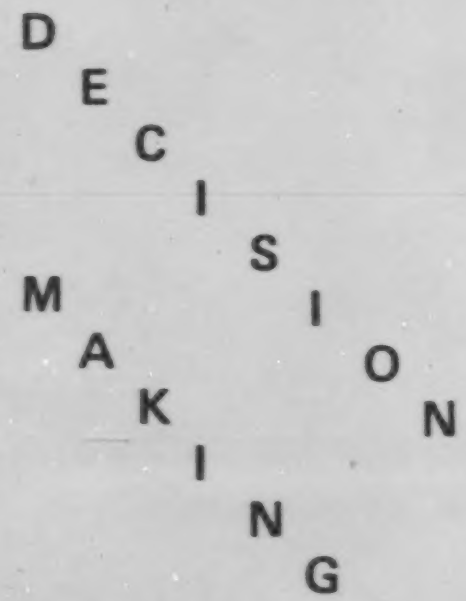
2. You are interested in sports and also in the school play. If you try out for the basketball team and are selected, you cannot participate in the play. You are not sure that you will make the basketball team. Both tryouts are scheduled the same night. Your teacher in English indicates you will receive grade points if you are at play tryout. Your coach says only the students who are at the tryout can be selected for the team. What should you do?

3. You need some money for a rock concert that all students are attending. You are responsible to do dishes each night as a family chore. Mrs. Jones want you to baby-sit, and you have a theme due in your English class tomorrow that needs research to be completed. Tonight is the only time you can do each. What should you do?

LESSON C: CLASSROOM PROCEDURE 3

The "Choose In The DARK" Game

DIRECTIONS: Do not look under the fold. Check one number from each section. The choices you check will determine the situation upon which you must make a decision. Lift the flap after you have checked one number in each section. Your teacher will explain the rest.



FOLD

Section A

_____ 1. You need to study for a final history test to be given the next day. Your friend calls and asks you to go to the show with a popular group.

_____ 2. Your friends are trying to get you to try marijuana. You do not want to but they are all using it.

_____ 3. You are baby-sitting your younger brothers and sisters. Your parents do not want you to have friends over while you are baby-sitting. Your friends call up and ask if they can come over.

_____ 4. You have always wanted to be in a certain social group. Your best friend just became a member. You have to shoplift four designated items in order to be considered for membership in the group.

_____ 5. You always study for tests and usually get very high grades. Your friend seldom studies. He/she asks to copy your test answers.

_____ 6. You see your good friend pull a fire alarm. The principal asks you if you know anything about it.

Section B

_____ 1. Your parents have always been strict with you.

_____ 2. You do not think your parents care about you.

_____ 3. It has always been hard to get along with your parents.

_____ 4. Your parents are always saying they wish you would be more like your older sister or brother.

_____ 5. You have a younger brother or sister who looks up to you and tries to do everything you do.

_____ 6. You have never had trouble getting along with your parents.

Section C

_____ 1. You have never had very many friends and have always done things alone.

_____ 2. You have a hard time making friends.

_____ 3. Your friends always consider you the leader.

_____ 4. You only have one really good friend.

_____ 5. You go around with the most popular group in your school.

_____ 6. Your friends can talk you into doing almost anything.

Section D

_____ 1. You have always had good grades and good citizenship.

_____ 2. Once you make up your mind, you are stubborn.

_____ 3. You usually stand up for what you believe.

_____ 4. You are a very poor student.

_____ 5. You are a very quiet and shy person.

_____ 6. You do not like to be responsible for what you do.

FOLD

UNIT I

INTRODUCTION AND PREPARATION FOR CAREER EDUCATION

LESSON D: GOAL SETTING

BEHAVIORAL OBJECTIVE:

Each student will experience the process of goal setting by participating in a discussion, setting a personal goal, and achieving it.

MATERIALS:

Goal Contract, one copy for each student.
Career Development Guide, one copy for each student.

CLASSROOM PROCEDURE:

1. Initiate a discussion on goals by doing one of the following activities:

   a. You are at the airport. Planes are coming in and going out. Which plane will you take? After the student response, discuss the need for having goals.

   b. When the bell rings, do not give any explanation of what they are to do. After a short period of time, when the students ask what they are supposed to be doing, discuss goal setting.

      Discuss: What is a goal? Why is setting a goal important? Can planning ahead give you more freedom of choice?

2. Discuss the steps in goal setting.
   a. What do I want to achieve.
   b. What might stop me?
   c. How can I overcome obstacles? (See Activity in Classroom Procedure 3.)
   d. Is this goal what I really want? Is this goal worth the effort?
   e. Will I commit myself to do it?

3. Conduct one of the following activities:

   a. Have a volunteer cross the room toward a pre-arranged goal keeping a book balanced on his head. The rest of the class may attempt to stop him in any way they choose as long as he is not touched.

   b. Have a student attempt to get from one corner of the room to another corner. Other students cannot leave their seats but they can try to prevent the student from reaching his goal. Emphasize the importance of single-mindedness, and ignoring obstacles in attaining a goal.

4. Working with your counselors, have the students fill in the "Career Development Guide." Place special emphasis upon setting realistic and immediate goals. Suggested goals could include saving money for a purpose, changing a bad habit, improving a study skill,

interviewing a person about a job, researching a certain job, expanding your knowledge in career fields, developing or exploring interests, hobbies or abilities. This will be culminated in the students' personal interviews with the counselor and their parents. The "Career Development Guide" will be placed in the student portfolio. (For further information on the portfolio and its contents, see the introduction to the course.)

HOME-COMMUNITY ACTIVITY:

Hand out the "Goal Contract." Have the students set a short term personal or career-oriented goal. Help each student to decide on a meaningful goal and to follow it through with a parent or a teacher. Set a date when the goal contracts should be handed in, showing that the goal was achieved. (See Suggested goals in Classroom Procedure No. 4.)

EVALUATION:

The students will hand in a Goal Contract signed by a responsible person such as teacher or parent indicating that they have achieved their short term personal or career goal. Students will continue setting and accomplishing goals throughout the career education course.

UNIT I

LESSON D: HOME-COMMUNITY ACTIVITY NAME _____

GOAL CONTRACT

GOAL: (Be Specific) _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

REWARD: _____

_____

I, _____ hereby agree to accomplish the above goal by _____ (no
(student's Name) (date)
longer than two weeks).

_____
(signature)

I _____ hereby agree to give the above reward upon completion of the goal by the
(name of teacher or parent)
specified time.

_____
(signature)

_____
(signature by parent or teacher)

GOAL REACHED

UNIT I

LESSON D: CLASSROOM PROCEDURE 4 Portfolio

MY CAREER DEVELOPMENT GUIDE

Name _____ Grade _____ Date _____

Personal Data

1. Home My address is _____

I was born _____ in _____ I have

____ brothers and ____ sisters older than I and ____ brothers and ____ sisters younger. Since my birth my family has lived in the following places:

_____

_____

My father's occupation is _____

My mother's occupation is _____

2. School Attending school is my first full time job. How well am I doing? I rate myself by checking the following rating scale:

		Almost Always	Usually	Sometimes	Never
A.	I get my assignments completed on time.	( )	( )	( )	( )
B.	I spend too much time on outside assignments.	( )	( )	( )	( )
C.	I put my school work first.	( )	( )	( )	( )
D.	I ask questions in class if I don't understand something.	( )	( )	( )	( )
E.	I don't compete with others; I just try to do my best.	( )	( )	( )	( )
F.	I get along well with my teachers.	( )	( )	( )	( )
G.	I can keep my mind on my work.	( )	( )	( )	( )
H.	I write down my assignments carefully.	( )	( )	( )	( )
I.	I try to do well in each class so I will be better prepared for high school and a career.	( )	( )	( )	( )

3. Activities My favorite activities are: (check and name)

___ Sports. I participate in _____

___ Reading. My favorite kinds of books are _____

___ Music. I sing and/or play a _____

_____

___ Arts & Crafts. I make _____

___ Other activities. _____

My hobbies are _____

_____

_____

What I enjoy doing most when I really don't have to do anything is _____

_____

4. Jobs in addition to school

Kinds of jobs I do around home as a responsible family member are _____

_____

I like to work most (check one) with people ___ , with ideas ___ , with things _____

In relation to my career I hope I will be doing the following 10 years from now: _____

_____

and/or five years from now _____

_____

5. What I will be in the future I am now becoming. Three goals for career planning I will achieve during this year are: (A) _____

_____

B. _____

_____

C. _____

_____

UNIT I

INTRODUCTION AND PREPARATION FOR CAREER EDUCATION

LESSON E: USE OF AUDIO-VISUAL EQUIPMENT (Optional)

BEHAVIORAL OBJECTIVE:

Each student will demonstrate his ability to use all of the audio-visual equipment to be utilized in the course.

MATERIALS:

Suggested audio-visual equipment:

- Filmstrip viewer
- Record player
- Overhead projector
- Cassette tape recorder
- Filmstrip projector
- Slide projector
- Super 8mm Film-loop projector
- Microfilm viewer
- Reel-to-reel tape recorder
- Movie projector (16mm auto-load)
- Movie projector (16mm manual-load)

Old filmstrips, filmstrips, etc., for practice.
Word Search - Audio-visual Terms, one copy for each student.
Checklist for Audio-visual Machines, one copy for each student.
Certificate of Proficiency, one copy for each student

CLASSROOM PROCEDURES:

1. Introduce the machines to be used to the students and have them suggest rules for safe handling.

2. Hand out the "Word Search - Audio-visual Terms." This activity includes words with which they need to become familiar. (The students will become better acquainted with the terms as they work with the machines.)

3. a. Divide the students into groups of about five and have each group choose a captain. While the students are working on Classroom Procedure 2, teach each captain how to use a different piece of equipment. Have each captain return to his group and in turn teach the other members the use of the machine he has learned. Pass out the "Checklist for Audio-visual Machines" and have the captain check each student in his group individually according to the requirements of the checklist. It is his responsibility that each member of his group becomes proficient.

   b. Reorganize the groups so that each new group includes a member from each original group. This second grouping will include one person who knows how to run each machine. (For example: one person knows the movie projector, one person knows the cassette tape recorder, etc.) Have each student in turn teach the other group members how to use the machine he has learned and have him pass off each student individually according to the checklist.

   c. As each student completes his "Checklist for Audio-visual Machines," issue him a "Certificate of Proficiency." (Certificates could be on wallet-size cards.)

NOTE: If you have access to many pieces of equipment, you may want to repeat the process more than once.

The process of learning machines and passing them off may be done throughout the course over the entire semester, and all students need not be required to do it.

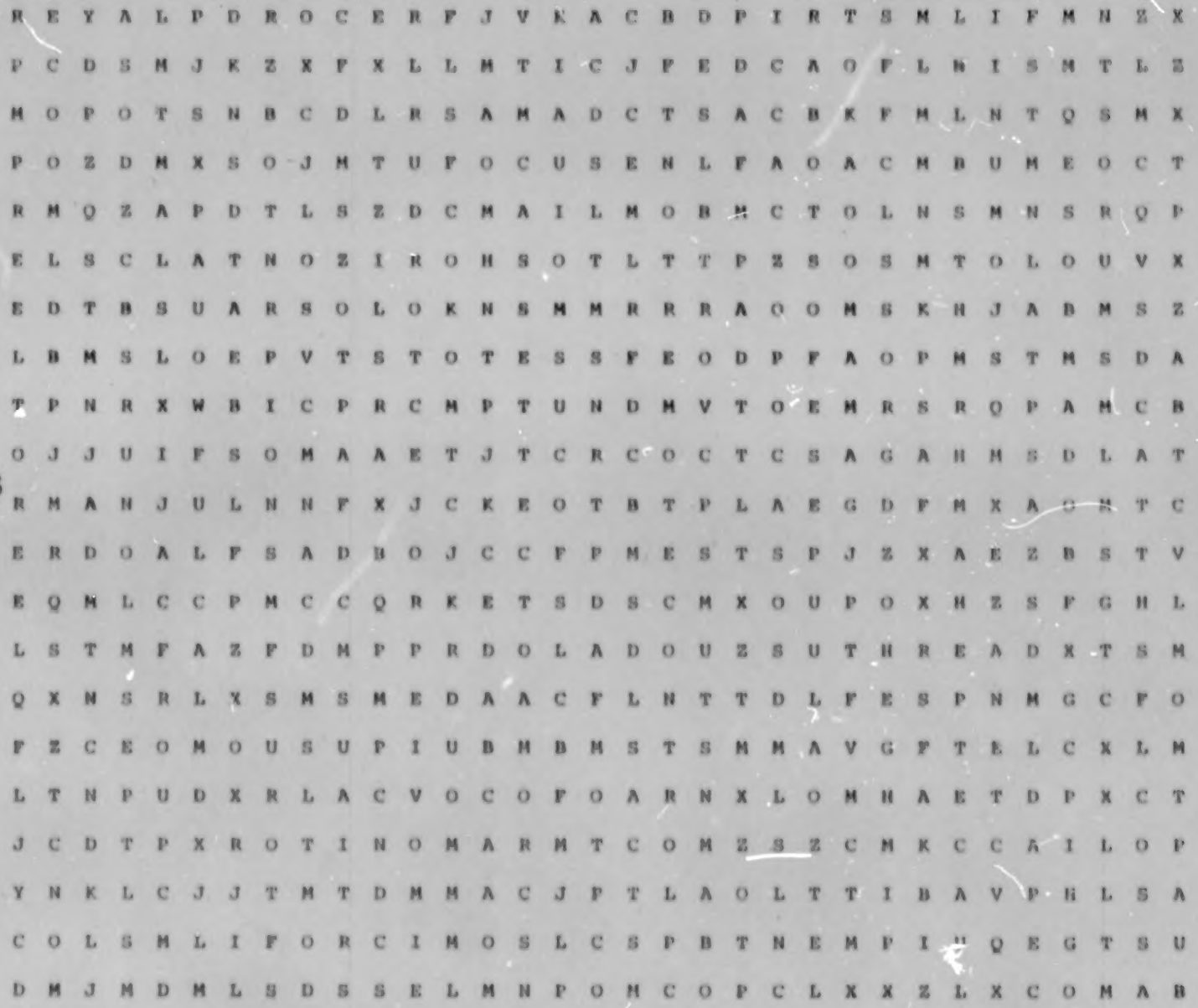
EVALUATION:

Each student will receive a "Certificate of Proficiency" when he has successfully demonstrated his knowledge of each piece of audio-visual equipment.

UNIT I

WORD SEARCH AUDIOVISUAL TERMS

LESSON E: CLASSROOM PROCEDURES 2 NAME _____



Here are the words to find:

1. Record Player
2. Stop
3. Reel to Reel
4. Horizontal
5. Rewind
6. Visual
7. Transparency
8. Movie Projector
9. Tape Recorder
10. Monitor
11. Microfilm
12. Frame
13. Cassette
14. Focus
15. Vertical
16. Video Tape
17. Remote Control
18. Slide Projector
19. Equipment
20. Mike
21. Overhead
22. Adjust
23. Earphones
24. Filmstrip
25. Filmloop

UNIT I

LESSON E: CLASSROOM PROCEDURE 3A NAME _____

CHECKLIST FOR AUDIO VISUAL MACHINES

1. Filmstrip Viewer
   - ___ a. Thread filmstrip
   - ___ b. Turn on light
   - ___ c. View filmstrip
   - ___ d. Turn off light
   - ___ e. Rewind filmstrip
   - ___ f. Return viewer to shelf

2. Record player
   - ___ a. Handle record
   - ___ b. Start turntable
   - ___ c. Select speed
   - ___ d. Lower arm
   - ___ e. Adjust volume
   - ___ f. Adjust tone
   - ___ g. Use instant stop
   - ___ h. Properly replace arm
   - ___ i. Replace lid
   - ___ j. Return to shelf

3. Overhead Projector
   - ___ a. Turn on
   - ___ b. Adjust light on screen
   - ___ c. Place transparency on projector
   - ___ d. Adjust focus
   - ___ e. Turn off light and cool
   - ___ f. Return to proper place

4. Cassette Tape Recorder
   - ___ a. Insert cassette
   - ___ b. Play
   - ___ c. Stop
   - ___ d. Rewind
   - ___ e. Record
   - ___ f. Remote control
   - ___ g. Fast forward
   - ___ h. Return to shelf

5. Filmstrip Projector
   - ___ a. Load film in holder
   - ___ b. Thread film
   - ___ c. Turn on motor
   - ___ d. Turn on light
   - ___ e. Frame
   - ___ f. Focus
   - ___ g. Rewind
   - ___ h. Cool
   - ___ i. Shut off motor
   - ___ j. Replace on shelf

6. Slide Projector
   - ___ a. Insert slides
   - ___ b. Turn on motor
   - ___ c. Turn on light
   - ___ d. Adjust height of projector
   - ___ e. Focus
   - ___ f. Change slides
   - ___ g. Use remote control
   - ___ h. Remove slides
   - ___ i. Cool
   - ___ j. Replace equipment

7. Super 8mm Film-loop Projector
   - ___ a. Insert cartridge
   - ___ b. Start projector
   - ___ c. Frame
   - ___ d. Focus
   - ___ e. Normal light
   - ___ f. Bright light
   - ___ g. Remove cartridge and put away
   - ___ h. Return projector to shelf

8. Reel-to-Reel Recorder
   - ___ a. Turn on recorder
   - ___ b. Thread tape
   - ___ c. Plug in mike
   - ___ d. Record
   - ___ e. Adjust record level
   - ___ f. Rewind
   - ___ g. Play
   - ___ h. Fast
   - ___ i. Use public address
   - ___ j. Replace lid

9. Movie Projector (16mm auto-load)
   - ___ a. Set up arms
   - ___ b. Prepare to thread
   - ___ c. Thread
   - ___ d. Adjust sound
   - ___ e. Focus
   - ___ f. Reverse
   - ___ g. Rewind
   - ___ h. Close machine

10. Movie Projector (16mm, manual-load)
    - ___ a. Thread
    - ___ b. Turn on
    - ___ c. Sound
    - ___ d. Frame
    - ___ e. Focus
    - ___ f. Rewind
    - ___ g. Close machine and replace

UNIT I

CERTIFICATE OF PROFICIENCY

LESSON E: CLASSROOM PROCEDURE 3C

CERTIFICATE OF PROFICIENCY

This certifies that _____ has completed a special audio-visual instruction unit and is proficient in the operation and care of the following equipment:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____
Signed

_____
date

UNIT II

SCHOOL AND STUDY SKILLS

LESSON A: WHY SCHOOL

BEHAVIORAL OBJECTIVES:

The students will be able to give five reasons why staying in school is important to their success in life, and show how specific school subjects relate directly to their future life style.

MATERIALS:

"What Good is School?" SVE Filmstrip, A778-5
"School Subjects and Jobs," SRA Guidance Series Booklet, No. 5-494, 8 to 10 copies.
School Subject Worksheet, one copy for each student.
"Dropping Out: Road to Nowhere" Guidance Associates, sound filmstrip, No 101-103.
Overhead projector and transparencies:
"Schooling vs Jobs"
"Formal Education and Access Requirements for New and Replacement Jobs in Utah,"
"Economic Suicide," Utah Employment Security Office.
School Interest Sheet, one copy for each student (Cover the key and scoring when duplicating the sheet for student use.)

CLASSROOM PROCEDURE:

1. Show the filmstrip, "What Good is School?" Discuss the questions presented in the filmstrip.

2. Divide students into small groups. Hand out the "School Subject Worksheet," one for each student and the booklet "School Subjects and Jobs," one to each group. Have the students complete the worksheet by referring to pages 20-43 of the booklet.

3. Define and discuss the four levels of education: a) Less than High School, b) High School Graduate, c) High School plus Technical, and d) College. Why are they listed in that order? (Stress that the order does not mean order of importance.) What level of education do you think contributes to the majority of jobs today?

   Using overhead transparencies present, "Schooling vs Jobs," "Formal Education and Access Requirements for New and Replacement Jobs in Utah," "Economic Suicide" and any other available material to show the present picture of supply and demand as it relates to educational levels. (If you have time you may want to invite a representative from the local employment office to present this material.) Should everyone have a high school education? A college education?

4. Show the filmstrip, "Dropping Out: Road to Nowhere." Discuss with the students, listing on the board, reasons why it is important not to drop out of school.

5. Hand out the "School Interest Sheet." Have the students fill it out and score it. Explain the meaning of the results and discuss why the various feelings might contribute to unsuccessful schooling.

EVALUATION:

The students will complete a worksheet showing how school subjects relate to jobs, give reasons why school is important, and analyze their own attitude toward school as it relates to dropping out.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Hand out a copy of the worksheet "Matching Education with Jobs," and have the students fill it in. Discuss the best matches and implications for the worth of school subjects.

2. Have the students categorize the jobs in the want ads on a given night as to whether they require skilled or unskilled labor. Compare with School vs Job percentages.

3. Read "Why Rustlers Never Win," Henry Gregor Felson, Perfection Form Company, Logan, Iowa.

4. Have the students work in groups to make posters or projects portraying their concepts of "Why Stay in School."

5. Have a personnel manager discuss why staying in school is important to him as an employer.

6. Have the students, in a quest project, ask someone they know who has had little education, if he has ever wished he had more formal education and why or why not. Have them report their findings to the class.

UNIT II

LESSON A: CLASSROOM PROCEDURE 2 NAME _____

School Subject Worksheet

Use the charts in the booklet, "School Subjects and Jobs" to find your answers.

At the top of each page are listed 11 main school subject headings. What are they?

1. 7.
2. 8.
3. 9.
4. 10.
5. 11.
6.

Each main subject heading has several sub-headings. For example: English has the sub-headings of English, Speech, and Business English. What are the four sub-headings of Music and Art?

1.
2.
3.
4.

What are the sub-headings of Commercial?

1. 5.
2. 6.
3. 7.
4.

The different jobs are listed on the left side of each page. They are in alphabetical order.

Across from each job title and under each subject heading are various letters: E, I, D, and d. At the bottom of the sheet you are told what each letter stand for. What do they stand for?

1. E=
2. I=
3. D=
4. d=

Suppose you wanted to be an Atomic Scientist. Which subjects would be "Essential?"

1. 5.
2. 6.
3. 7.
4. 8.

If there is a blank, you may assume that those subjects are not very important to that occupation. Which subjects are blank for a Building Contractor;

1.	6.	11.	16.
2.	7.	12.	17.
3.	8.	13.	18.
4.	9.	14.	19.
5.	10.	15.	20.

Suppose you have a strong interest in art. List 10 occupations which list Art as "Essential."

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Choose a job you are interested in. Describe below which subjects are "Essential," which are "!mportant," which are "Desirable," and which are "Somewhat Desirable."

1. Essential:

2. Important:

3. Desirable:

4. Somewhat Desirable:

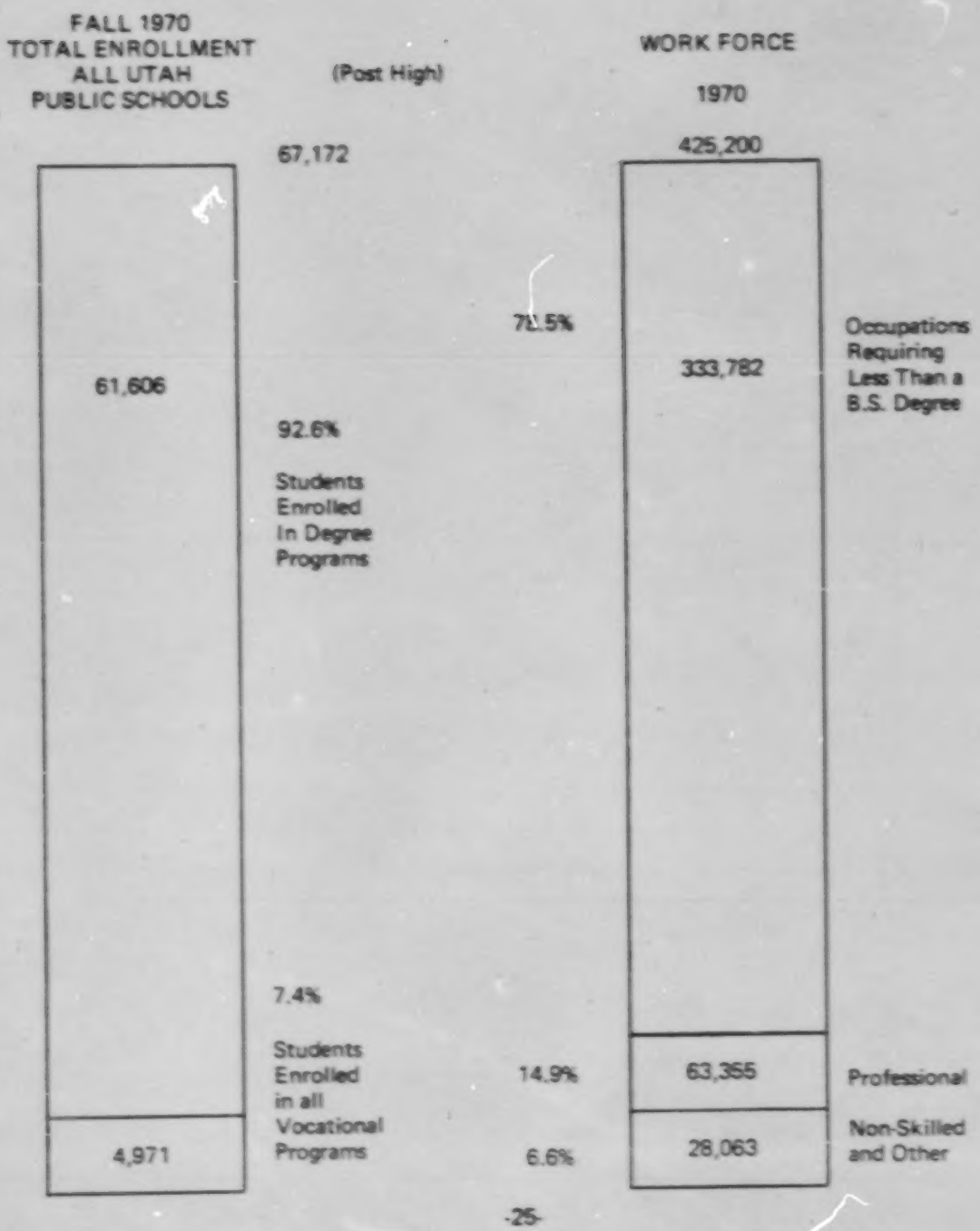
List Five (5) jobs which have all blanks for Post-High School Training. (Therefore no education past high school is necessary.)

1.
2.
3.
4.
5.

UNIT II

LESSON A: CLASSROOM PROCEDURE 3

SCHOOLING v.s. JOBS



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UNIT II

LESSON A: CLASSROOM PROCEDURE 3

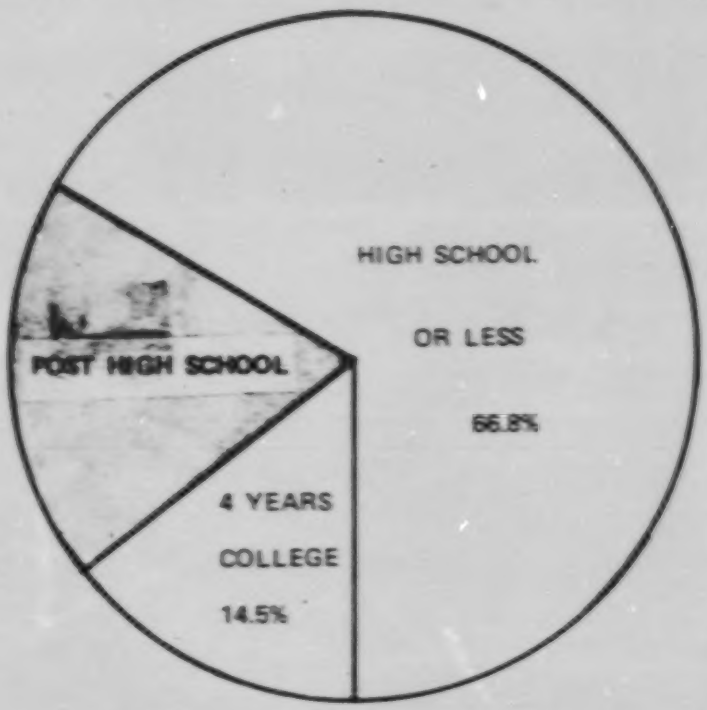
FORMAL EDUCATION & ACCESS REQUIREMENTS FOR NEW AND REPLACEMENT JOBS IN UTAH

Job seekers should be aware that, even though the majority of jobs will require a high school education or less, employment growth will be fastest in those occupations requiring the most education and skill.

In 1970, 66.8 percent of the jobs required high school education or less. Only 18.7 percent of the jobs needed 3-4 years post high school education, and 14.5 percent of the job opportunities required 4 years or more of college.

Education and training are a major key to: Job Selectivity, Better Paying Jobs, and, More Interesting and Satisfying Kinds of Work. Persons who have acquired good skills and a basic education will also have a better chance for steady employment.

Taken from "Utah Manpower and Employment Opportunities, 1970-1975," Utah Employment Security Office.



FEMALE 48.6% MALE 51.4%

UNIT II

LESSON A: CLASSROOM PROCEDURE 3

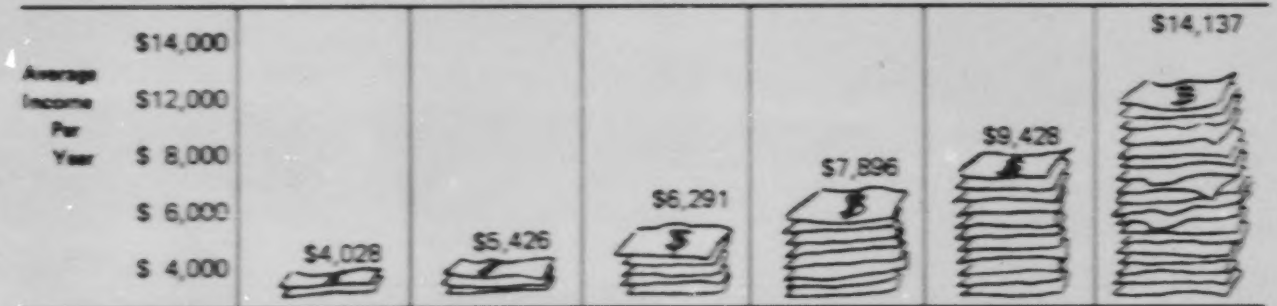
ECONOMIC SUICIDE

Only one fact seems to remain constant in our changing world of work; the better your education, the better are your chances of finding and keeping a job. Any person who for any reason leaves school before he has completed at least the twelfth grade is committing "economic suicide." One out of every three persons who quits before finishing high school will be unemployed until after he is twenty years old. Of all the millions who are out of work in America, three out of every ten are under twenty-five. Most of these are unskilled and uneducated.

To see what education means in terms of earnings, look at the chart at the bottom of this page. Notice, for example, that the average college graduate will earn 2½ times more money in his lifetime than the average person completing the eighth grade and he works eight years less to get it! He will also retire with much better retirement benefits. The person who graduates from high school can plan on earning approximately $62,789.00 more during his lifetime than the person who stops after his sophomore or junior year. This means that each day of those extra two years you spend getting your high school diploma is worth $165.00 in eventual earnings. Across the scale, every day of a two-year college or technical course is worth $140.00, and everyday spent in the last two years of college is worth $483.00. As your education increases, you will have fewer years of actual work, yet will earn much more.

A strong back is no longer the main ingredient for success. Employers want to hire persons who have learned to think and reason, and they don't find these persons among those who quit school before they have prepared themselves for some occupation. Machines now do the heavy and unskilled work, but machines can't think. If you take advantage of the educational opportunities now available, your future can look very bright. Those who quit before they are prepared are in a very real sense committing "economic suicide."

EARNINGS BY YEARS OF SCHOOL COMPLETED



	less Than 8th Grade	8th Grade	1-3 years H.S.	High School	1-3 years College	4 or more yrs. College
Average Lifetime Earnings	$213,505	$276,755	$308,305	$371,094	$424,280	$607,921
Years Worked to Age 65	53	51	49	47	45	43
Value of Each Day in School in Eventual Earnings		$ 166	$ 83	$ 165	$ 140	$ 483
Increase in Lifetime Earnings		$ 63,250	$ 31,550	$ 62,789	$ 53,186	$183,641

Figures from U. S. Department of Labor; July 1970. Compiled by Provo Employment Security Office.

UNIT II

LESSON A: CLASSROOM PROCEDURE 5 NAME _____

SCHOOL INTEREST SHEET

Key

Yes	1.	Is most school work interesting?	Yes	No
Yes	2.	Do you feel important in school?	Yes	No
Yes	3.	Do you feel you lose out if you miss school?	Yes	No
No	4.	Do you waste a lot of time	Yes	No
No	5.	Are you often unhappy in school?	Yes	No
Yes	6.	Are you sometimes permitted to help others with their work?	Yes	No
Yes	7.	Do you like school most days?	Yes	No
Yes	8.	Are you praised when you do good work?	Yes	No
Yes	9.	Is your school room a happy place?	Yes	No
Yes	10.	Do you like school very much?	Yes	No
No	11.	Do you like to stay out of school?	Yes	No
No	12.	Does it seem that you always do poor work?	Yes	No
Yes	13.	Do you get help when you do not know something?	Yes	No
No	14.	Do you often have too much homework?	Yes	No
Yes	15.	I like school and my work shows it	Yes	No
Yes	16.	Are you proud to be in your school?	Yes	No
Yes	17.	Do you like to talk to your teacher alone?	Yes	No
Yes	18.	Are most school days happy ones for you?	Yes	No
Yes	19.	Do you sometimes talk and joke with your teacher?	Yes	No
No	20.	Is there always something wrong with your work?	Yes	No
No	21.	I hate school and my work shows it?	Yes	No
Yes	22.	I am happy with the way I am doing in school?	Yes	No
No	23.	I could do better work than I do?	Yes	No
No	24.	Most of the pupils do better work than I do?	Yes	No
No	25.	I wish I were out of school for good?	Yes	No
Yes	26.	I learn things about as fast as others in my class?	Yes	No
Yes	27.	I feel pretty good about how I get along in school?	Yes	No
Yes	28.	My mother and father think that I am getting along all right in school?	Yes	No
Yes	29.	I do more than is expected?	Yes	No
No	30.	No one really cares how I do in school	Yes	No
No	31.	I do less than is expected	Yes	No
No	32.	I do only what is expected	Yes	No
No	33.	I don't work as hard as I should?	Yes	No
Yes	34.	I work better in school every year	Yes	No
Yes	35.	I complete what I start?	Yes	No
Yes	36.	I finish my assignments?	Yes	No
No	37.	I only study for subjects I like?	Yes	No

Scoring: For each answer the pupil has which matches the key, have them put a plus by the answer. For each answer that does not match the key, have the pupil put a minus by that answer. Add up the minuses. You should set up your own norms, but we felt anything over 12-15 minuses indicated a seriously poor attitude toward school.

UNIT II

Name_____

LESSON A: OTHER SUGGESTED ACTIVITIES AND MATERIALS

MATCHING EDUCATION WITH JOBS

Directions: Fill in the blanks in front of the occupation with the number of the subjects one would need to gain a knowledge for that job.

_____ A. office manager
_____ B. electrical engineer
_____ C. lawyer
_____ D. cashier
_____ E. floor covering installer
_____ F. postal clerk
_____ G. banker
_____ H. brick layer
_____ I. instrument maker
_____ J. airline pilot
_____ K. draftsman
_____ L. optometrist
_____ M. dietician
_____ N. x-ray technician
_____ O. purchasing agent
_____ P. farmer
_____ Q. cattleman
_____ R. fruit grower
_____ S. fisherman
_____ T. fireman
_____ U. policeman
_____ V. veterinarian
_____ W. service station worker
_____ X. chemist
_____ Y. painter
_____ Z. travel agent
_____ AA. meat cutter
_____ BB. doctor
_____ CC. geologist
_____ DD. pharmacist
_____ EE. oceanographer
_____ FF. actor

SUBJECTS

1. Business Education
2. History
3. English
4. Math
5. Science
6. Shop
7. Spanish
8. Physical Education
9. Type
10. Home Economics
11. Music
12. Speech and Drama

UNIT II

SCHOOL AND STUDY SKILLS

LESSON B: GRADES

BEHAVIORAL OBJECTIVE:

Each student will be able to list three reasons why grades are important and will discuss ways to obtain the best grades he can.

MATERIALS:

"Cheating Never Ends." by Art Buchwald

CLASSROOM PROCEDURES:

1. Cover the following items in a classroom discussion. What are grades? What does an A mean to you? B? C? D? Why do we have grades? What do you think of pass or fail only? What effect will your grades have on your future in school and at work? Why are grades important?

2. Have the student role play taking home a report card with an F on it; with all A's; etc.

3. Invite the counselor to discuss the Cumulative Record and how grades and records are used by colleges and employers.

4. Divide the students into groups. Have each group list as many ways as they can to obtain the best grades possible. Compile the lists on the board.

5. Talk about cheating. Do we cheat to get good grades? Do we copy to get points on an assignment? Is it worthwhile? Who is the loser? The one who cheats? The one who lets his work be copied? What happens if a building contractor cheats?

   Read "Cheating Never Ends," by Art Buchwald, to the class. What could the results of cheating be? On you? On others?

EVALUATION:

Students will list three reasons why grades are important and five ways to obtain the best grades possible.

OTHER SUGGESTED ARTICLES AND MATERIALS:

1. "Can You Cheat Your Way to Success?" Read and discuss.

2. Invite a high school student (such as a football player or cheerleader) to tell the class why grades are important to him or her and their effect on high school activities.

UNIT II

SCHOOL AND STUDY SKILLS

LESSON C: APPRAISING STUDY HABITS

BEHAVIORAL OBJECTIVE:

Each student will be able to list at least five good study habits. He will evaluate his own study habits and set goals for improving them.

MATERIALS:

"Developing Your Study Skills" (Parts 1 and 2) Sound filmstrip, Guidance Associates, No. 101-004.
Survey of Study Habits, one copy for each student.
Film projector and record player or cassette recorder.

CLASSROOM PROCEDURES:

1. Show "Developing Your Study Skills," Parts 1 and 2. Ask the students to take notes since this film lays the groundwork for the next several lessons.

2. Divide the students into groups and assign each group a different phase of study habits, such as: a) Use of time, b) place for study, c) participating in the classroom, d) reading, e) taking notes, f) taking a test. Have each group list as many suggestions as possible for their phase. As they report their list to the class, give the group points for each suggestion. If another group can add to this list, that group gets a point.

3. Hand out the "Survey of Study Habits" and have the students fill them out according to the instructions. Work with them as they list their good and bad habits and set goals to improve them.

EVALUATION:

Each student will have a list of good study habits and a survey of his own study habits. In 10 weeks the survey will be reviewed and completed to see if there has been improvement, and to set new goals to improve his study habits.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Filmstrip, "How Do You Rate," Eye Gate House, Inc. 7-1-A, (On preparing yourself for classroom participation.)

2. Assign the students to take a survey of high school or college students on what study habits they find effective.

UNIT II

LESSON C: CLASSROOM PROCEDURE 3 NAME _____

SURVEY OF STUDY HABITS

You should go through the check list at least twice. The first time is now. Write the date on the line in front of "First rating." When you are finished, you will know how much you have to learn in order to study well.

The second time you complete the check list is when you have finished over ten weeks of school. Write the date in front of "Second Rating." Make your checks on the same page, but this time with a different symbol. By comparing the two ratings you will see how much you have learned. If poor habits remain, you will know which study habits need improvement.

Dates: 1. _____ First Rating
2. _____ Second Rating

	NO, I NEVER DO	I DO SOMETIMES	I ALMOST ALWAYS DO
USING TIME			
1. Do you get enough sleep?			
2. Do you keep a schedule that shows the time you plan to spend each day studying?			
3. Do you divide your time among the different subjects to be studied?			
4. Do you spread the study time over at least five days of the week?			
5. Do you keep up to date in your homework?			
ARRANGING A PLACE FOR STUDY			
6. Do you study in a place where you are away from such interference as talking, radio, or TV?			
7. When you study, do you have all the materials you need?			
8. Do you have enough light to read by without eye strain?			
9. Do you work in a cool room?			
PARTICIPATING IN THE CLASSROOM			
10. Do you look at the person who is speaking?			
11. Do you write the assignments to be studied?			
12. As you listen in class, do you write down the main ideas of the lesson?			
13. Do you take part in class discussions?			
14. Do you ask questions when you are not sure of something?			
15. Do you ask for special help when you have a problem?			

	NO, I NEVER DO	I DO SOMETIMES	I ALMOST ALWAYS DO
16. Do you help in the work of the class in such ways as suggesting projects or writing information on the blackboard?			
17. Are you courteous during the entire lesson?			
READING			
18. As you read, do you have questions in mind that you are trying to answer?			
19. Do you look a chapter over before reading it in detail?			
20. Can you find the main ideas in what you read?			
21. Do you make use of the clues in a book, such as headings, heavy print, pictures?			
22. Do you use the table of contents, index, and other helps in a book?			
23. Do you use the dictionary whenever you are not sure of the meaning, spelling or pronunciation of words?			
24. Do you use library helps such as the card catalog?			
25. Do you use encyclopedias and other reference books?			
TAKING NOTES			
26. Do you keep a notebook divided according to subject?			
27. Do you keep a notebook that is arranged by date and has a table of contents?			
28. Do you keep notes in outline form?			
29. Do you write unfamiliar words or special assignments in the margin?			
30. Do you review class notes as soon as possible after class?			
31. Do you underline the most important words?			
32. Do you take notes as you read?			
33. Do you regularly give your notebook a house cleaning?			
34. Do you write neatly so your notes will be easy to reveiw?			
REPORTING			
35. Do you make certain that you understand your assignment before you start to work?			
36. Do you try to find information in materials other than the textbook, such as newspapers and magazines and on TV?			

	NO, I NEVER DO	I DO SOMETIMES	I ALMOST ALWAYS DO
37. Before you write a report, do you make an outline?			
38. Do you name the author and the book from which you get information?			
39. Do you try to present your report in an interesting way?			
40. Do you check your writing for spelling, grammer, and neatness?			
41. If you are to give your report to the class, do you first practice it aloud at home?			

TAKING A TEST

42. Do you have all the material you need to take the test?			
43. Do you read the questions for clues to the answers?			
44. Do you budget your time?			
45. Do you work without stopping?			
46. Do you check all your answers?			
47. Do you review the test papers when the teacher returns them so that you will not make the same mistakes again?			

Using the check list, make two lists of your own. One list is to show your five best study habits. The other list is to show your five poorest study habits.

GOOD STUDY HABITS

1. _____
2. _____
3. _____
4. _____
5. _____

GOOD STUDY HABITS

1. _____
2. _____
3. _____
4. _____
5. _____

POOR STUDY HABITS

1. _____
2. _____
3. _____
4. _____
5. _____

POOR STUDY HABITS

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT II

SCHOOL AND STUDY SKILLS

LESSON D: STUDY CONDITIONS

BEHAVIORAL OBJECTIVE:

Each student will evaluate his study conditions and will improve upon them where necessary.

MATERIALS:

"Preparing To Study," SVE Educational filmstrip, A 779-2.
Study Conditions Checklist, one copy for each student.
Filmstrip projector
Radio
Copy of a small article and a test on it, one copy for each student.

CLASSROOM PROCEDURES:

1. Bring a radio to class and tune in a popular station. Give each student a copy of a small article to read within a specified time and some test questions to answer. Have them read the article and take the test while listening to the radio turned up loudly. Have them correct the test and draw some conclusions as to how the radio may have affected their speed and accuracy. Can you concentrate on two things at the same time and not miss something? What is concentration? What affects concentration?

2. Mention the Chinese torture method of repeating a sound until it drove the victim crazy. Have some students demonstrate this by tapping a pencil repeatedly, or tapping a foot. Background and repetitive noises can be disturbing. Tell the class to be completely silent for a minute and then name background noises that could be irritating or disturb concentration.

3. Show the filmstrip, "Preparing To Study," and discuss the ideal conditions for studying.

4. Hand out the "Study Conditions Checklist." Have the students draw a plan of their study area at home on the back of the checklist, and then complete the checklist. Ask them to commit themselves to improving at least one study condition by writing their goals in the space provided and signing their name.

EVALUATION:

Each student will draw a plan of his own study area, evaluate the conditions, and commit himself to improving at least one condition.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. "Studying at Home," filmstrip and cassette, Eye Gate, 7-1E.

2. Have two students read different paragraphs of the same length to the class at the same time. Give the class a quiz on both paragraphs. Can a person concentrate on more than one thing at a time? What determines how much you concentrate on something?

LESSON D: CLASSROOM PROCEDURE 4 NAME _____

STUDY CONDITIONS CHECKLIST

1. Draw a plan of your present study area at home on the back of this paper.

2. Check "yes" or "no" for each of the following statements:

	YES	NO
I have a room of my own in which to study.	___	___
I study in the same place each time.	___	___
It is quiet where I study.	___	___
I have indirect lighting.	___	___
The light comes over my shoulder.	___	___
Room temperature is between 68-72 degrees.	___	___
Only materials needed for study are in front of me.	___	___
My chair is hard with a straight back.	___	___
I sit erect with my feet on the floor.	___	___
I close my eyes occasionally to relax them.	___	___
I leave the radio off when studying.	___	___
I set up a definite time to study and stick to it.	___	___
I have pencil, paper, eraser, and dictionary close at hand.	___	___

3. Place a star in front of each of the study conditions you can improve.

4. Choose one of the study conditions which you will improve right away and write it on the line below.

I will _____

Signature _____

This goal has been achieved.

Parent's Signature _____

UNIT II

SCHOOL AND STUDY SKILLS

LESSON E: USE OF TIME

BEHAVIORAL OBJECTIVES:

Each student will study his use of time by keeping a daily record of his activities.

MATERIALS:

"The Art of Spending Time," Make Your Study Hours Count, SRA Junior Guidance Series Booklet, No. 5-1058, pp. 7-10.
Overhead transparency of Bill's Time Schedule, "The Art of Spending Time," p.9.
Overhead projector
Time Chart, one copy for each student.

CLASSROOM PROCEDURES:

1. Have the students close their eyes and tell them to raise their hands when they think a minute has passed. Watch the clock and note when the student's raise their hands. Discuss time and our use of it. Why is time so important to so many people? Why do we still seem to rush around so much, when we have so many modern time-saving devices? How much of our time is prearranged for us? What can we do to avoid putting things off? How can we avoid over-scheduling ourselves? How can we more efficiently use time, such as waiting for a bus, waiting in the doctor's office, etc.?

2. Read and discuss "The Art of Spending Time." Use an overhead transparancy of "Bill's Time Schedule" in conjunction with the discussion. This will introduce students to the process of planning a time schedule.

3. Have the students fill in their day's activities on their "Time Chart" until they have compiled a full week's schedule. Have them review their schedule and determine how they could more efficiently use their time and then make a revised time chart. (You may give them time in the following days to work on their chart.)

4. Define priorities. Ask each student to list several activities in which they might participate throughout the current week. Have them exchange their list with another student and rank each other's activities in order of what they consider the priorities to be. Tell them to return the papers to the owners and discuss their reasons for ranking them as they did.

EVALUATION:

The students will demonstrate how they can more effectively use their time by making a revised time chart.

UNIT II

LESSON E: CLASSROOM PROCEDURES 3 NAME _____

TIME CHART

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

UNIT II

SCHOOL AND STUDY SKILLS

LESSON F: LISTENING

BEHAVIORAL OBJECTIVE:

Each student will name the characteristics of a good and a poor listener and practice being a good listener.

CLASSROOM PROCEDURE:

1. Tell the students the following story: A bus leaves Salt Lake City with 5 passengers. It stops in Murray, where 2 people get off and 3 people get on. At the Draper stop, 3 people get off and 1 person gets on. At Lehi, 2 people get on and 3 people get off. At American Fork, 4 people get on and 2 people get off. At Pleasant Grove, 2 people get on and 3 people get off. At Orem 4 people get off and 2 people get on. The bus stops at Provo. QUESTION: How many stops did the bus make? How many times have you thought you knew what a person was going to say before he had completed his statement? Have you heard a person make a statement and because of something he said at the beginning you thought you knew what he was going to say, but found out later that you were wrong. This is what is called a "mind set." Play the Mind Set Game:

   a. Spell SPOT three times out loud. Now what do we do when we come to a green light?
   b. "Spell President Polk's name. What do we call the white of an egg?"
   c. "Spell the sound a ghost makes –BOO. How many animals of each species did Moses take aboard the ark?"
   d. "Spell the shape of a ball –ROUND. A plane crashed at the Canadian - U.S. border. Where did they bury the survivors?

2. Conduct a discussion on listening. Why is listening important? What is the difference between listening and hearing? What makes you tune a person out? Is it sometimes hard to listen to parents? Teachers? Friends? What happens when you do not know the subject people are talking about? What happens when you are thinking ahead to what you want to say next? Can good listening help you to understand people better? Can listening make people like you?

3. Divide the students into groups. Have them discuss and list the characteristics of a good listener and a poor listener, and report their conclusions to the class. Culminate this activity by role playing the various aspects of good and poor listeners.

HOME-COMMUNITY ACTIVITY:

Ask the students to practice being active listeners the next time they watch television, by trying to predict what the next statement of each actor will be as the dialogue progresses.

EVALUATION:

The students will name and demonstrate the characteristics of a good and poor listener.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Divide the students into groups. Have two students in each group carry on a conversation. However, before each student can make his statement, he must repeat exactly what the other person has said. If he fails to do so, he is out. Have the other students count the statements and check to make sure there are no mistakes. This may be done in a tournament to give each student a turn. The student who lasts the longest wins. You may want to suggest topics which are controversial for the conversations.

2. Have the students sit in a circle. Whisper a statement like "listening is important for good understanding" to the first student. Have this student in turn whisper the statement to the next one and so on around the circle. The statement is generally very garbled by the time it gets around. This shows what can happen with things that are not heard correctly or listened to carefully. This may be repeated with students creating the statements.

UNIT II

SCHOOL AND STUDY SKILLS

LESSON G: FOLLOWING DIRECTIONS

BEHAVIORAL OBJECTIVE:

Each student will participate in a discussion on the importance of following directions, and will practice following and giving directions.

MATERIALS:

Rulers, one for each student.

CLASSROOM PROCEDURES:

1. Clear an area of floor space. At one end of the room place two chairs about three feet apart. Place another chair about 15 feet away and line the area with chairs. The space between the two rows of chairs represents a landing strip. Place various obstacles inside the landing strip between the chairs. These obstacles represent airplanes and other obstructions. Have the students form teams of two. One student will be the airplane and another will be the airport flight control tower. Have the airplane line up between the chairs that mark the entrance to the landing strip. Blindfold the airplane and have him follow instructions from the tower. The airplane should land without touching any of the obstacles. If he touches an obstacle he crashes.

   Discuss with the class why it is important to follow instructions. How does following directions pertain to life as a whole and not just the classroom? Name some things that can happen to us if we do not follow directions?

2. Tell the students to take out a piece of paper and a pencil and follow the directions you give them. Do not tell them what they are making until you finish. Use the following instructions:

   a. Six-pointed Star
      Starting in the middle of the left margin of the paper draw a straight line horizontally approximately 6 inches in length. Starting where the 6 inch line ended, draw a straight diagonal line upward and inward to a point 4 inches above the center of the original line. Starting from the point where you left off, draw a straight diagonal line downward and outward to the beginning of the original line.

      Measure 3 inches above your original starting line and draw a 6 inch horizontal straight line parallel to the original line. Starting where the 6 inch line ended, draw a straight diagonal line downward and inward to a point 4 inches below the center of the second 6 inch line. Starting from the point where you left off, draw a straight diagonal line upward and outward to the beginning of the second 6 inch horizontal line.

   b. Rectangle
      Draw a rectangle at least 4 inches long and 1½ inches wide lying on its long side. Inside

the rectangle, at the center, draw a circle whose diameter will be about one-fifth the length of the rectangle. In the center of the circle place a very small x.

To the right of the circle half way between it and the right edge of the rectangle, draw a square about the same size as the circle.

To the left of the circle, draw a tight spiral (snail shell) about the size of the circle. Under the rectangle print the word fish with the letters in reverse order. (From the National Council of Teachers of English.)

3. Ask each student to write a set of directions guiding a person from the junior high school to a place in the city, such as the police station, the post office, the library, a park, a store or some place of business. Read the directions to the class and have the class members try to guess where the directions lead.

EVALUATION:

Each student will practice following and giving directions.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Have the students follow these directions to see if they can end up with a letter of the alphabet. "Draw a straight-up-and-down line, 2 inches long, in the middle of the paper. Now make a semi-circle going to your right from the top of the straight line to the middle of the line. What letter is it?" Divide the students into groups and have them take turns in their groups trying the same type of activity. One is the sender and the rest are the receivers.

2. Blindfold two students. Have one student stand at the chalkboard and the other student stand facing the class. Hand the latter an object such as a stapler, tape dispenser, pen, etc. Have him describe the object so that the student at the chalkboard can draw it.

3. Pass out the test called "How Well Can You Follow Directions" and have the students take it.

UNIT II

LESSON G: OTHER SUGGESTED ACTIVITIES & MATERIALS 3

HOW WELL CAN YOU FOLLOW DIRECTIONS?

This is a timed test–you have four minutes to finish!

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word NAME in sentence two.
4. Draw five small squares in the upper left hand corner.
5. Put an X in each square.
6. Sign your name under the title of this paper.
7. After the Title, write YES, YES, YES.
8. Put an I in the lower left corner of this page.
9. Draw a triangle around the X you just put down.
10. On the back of this paper multiply 703 by 6.
11. Draw a rectangle around the word "corner" in sentence four.
12. Loudly call out your name when you get this far along.
13. If you think you have followed directions carefully so far, call out, "I HAVE."
14. On the reverse side of this paper, add 950 and 850.
15. Put a circle around your answer and put a circle next to it.
16. In your normal speaking voice count from one to ten.
17. Punch three small holes at the top of this paper with your pencil point.
18. If you are the first person to reach this point, loudly call out, " I AM THE FIRST PERSON TO THIS POINT AND I AM THE LEADER IN FOLLOWING DIRECTIONS."
19. Underline the even numbers on the left side of the paper.
20. Loudly call out, "I AM NEARLY FINISHED, I HAVE FOLLOWED DIRECTIONS."
21. Now that you have finished reading everything carefully, do only sentences one and two.

UNIT II

SCHOOL AND STUDY SKILLS

LESSON H: NOTE TAKING

BEHAVIORAL OBJECTIVE:

Each student will evaluate his own notebook and practice note taking skills.

MATERIALS:

Notebook Checklist, one copy for each student.
Any two short articles to be used in note taking, one copy of each for each student.

CLASSROOM PROCEDURES:

1. Conduct a discussion on note taking ideas. The following list may be used:

   a. Use a large notebook. Write date at the top of page with name of book, speaker, filmstrip, etc.
   b. Skim the written material, making no attempt at first to take notes.
   c. Write your notes in outline form (topic, subtopics, main ideas).
   d. When taking notes on a speech, you have to work fast.
      1.) Use standard abbreviations, such as i.e., etc.
      2.) Use symbols, such as & or *
      3.) Write only key syllables for long words, such as w/o for without
      4.) Write only key letters for some words and phrases, such as impt. for important.

2. Hand out a copy of the articles to each student. Read one of the articles aloud in class. Begin an outline of the article on the board to show the students the process of note taking. Have the students finish reading the article and complete the notes. Discuss the notes taken by the students and finish the master copy on the board to show the students what their notes might have been like. Then have the students read the other article, taking notes according to the prescribed form, and hand them in for evaluation.

3. Hand out the "Notebook Checklist" and have the students fill it out according to the notebooks they now have. Discuss the importance of each of the points on the checklist. Challenge the students to organize and use their notebooks as indicated by the checklist. Have them set a goal to improve one aspect of their notebook.

EVALUATION:

The students will set and achieve a goal to improve one aspect of their notebooks. They will take notes on a given article.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. "Taking Better Notes," Eyegate Filmstrip, No. 7-1C
2. "How to Take Notes," HOW TO STUDY WORKSHOP, by Read, Xerox Educational Publications, Columbus, Ohio, pp.26-27.

UNIT II

LESSON H: CLASSROOM PROCEDURE 3 NAME _____

NOTEBOOK CHECK LIST

Check either "yes" or "no" for each of the following statements.

	YES	NO
1. All the pages are straight and smooth.	_____	_____
2. I have dividers between sections.	_____	_____
3. There is a special place for my assignments.	_____	_____
4. I can read my notes.	_____	_____
5. My teachers can read my notes.	_____	_____
6. Notes belonging together are together.	_____	_____
7. I review my notes often.	_____	_____
8. My notes are in outline form.	_____	_____
9. It's easy to find what I'm looking for.	_____	_____
10. All reference material is where it belongs.	_____	_____
11. The pages are in order.	_____	_____
12. I have drawn too many pictures.	_____	_____
13. My notebook helps me to review.	_____	_____
14. I date each day's assignments and notes.	_____	_____

I will _____ by _____
date

Signed _____

UNIT II

SCHOOL AND STUDY SKILLS

LESSON I: MEMORY

BEHAVIORAL OBJECTIVE:

Each student will practice the technique of using his memory.

MATERIALS:

Tray of different objects, or
Picto-memory Game, or
Concentration Game (15 or 20 pairs of pictures or symbols on cards).

CLASSROOM PROCEDURES:

1. Discuss with the class: Scientists say that our brains store everything we see or hear. What is memory? Why is it important? How do we remember things? Why do we sometimes find it hard to remember things? (Disuse, fear, prejudice, not wanting to, not really listening, etc.)

2. Play one of the following games:

   a. Show the students a tray with 10 to 12 common objects. Give them thirty seconds to look it over. Remove the tray and have the students list as many objects as they can from memory.
   b. Hand out the Picto-memory Game Sheet. Have the students list in alphabetical order the names of the objects pictured. Then have them cover both the pictures and list and make a new list from memory.
   c. Use a simplified form of the game "Concentration" or "Memory." Make 15 to 20 pairs of pictures or symbols on cards. Cover them or turn them over and have students (in pairs or groups) compete by trying to match them. They should turn over two cards at a time. If they make a match they may try again. The student or group who makes the most matches wins.

3. After the game, discuss how we remember things. Let the students supply as many ways as they can. Then present the following list to the students if they have not already mentioned them.

   a. Association because it is similar. (Thinking about one hit song helps you remember another.)
   b. Association because it is opposite. (Thinking of the game you won makes you think of the one you lost.)
   c. Association because it happened at the same time. (Thinking of second grade helps you remember the teacher.)
   d. Association because of cause and effect. (Yawning makes you think of sleeping.)
   e. Visualizing. (Picture it in your mind.)
   f. Repeating.

HOME-COMMUNITY ACTIVITY:

Have the students choose one room at their home and list from memory everything they can think of that is in the room. Ask them to take their list home and check to see how well they did.

EVALUATION:

The students will practice using their memory by playing a memory game and making a list of items in a room at home.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Read a short paragraph and have the students write answers to questions about it and score themselves to see how much they can remember.

2. You might want to discuss things related to memory, such as a photographic memory, amnesia, clairvoyance, etc.

3. Divide the class in half and have one half form a reception line. Ask each one in the other half to make up a new name and to go through the line introducing themselves by their new name. When they all have gone through the line, have the students in the reception line see how many of the names they can remember. Tell them to use the remembering techniques to help them. Repeat to give the other half of the class the experience.

4. Have a student step out of the room. Ask the class to describe what clothes he is wearing.

5. Play the game "I'm going on a Trip and I'm taking _____." Each player adds an object in alphabetical sequence, repeating first all previously mentioned objects.

UNIT II

LESSON I: CLASSROOM PROCEDURE 2 NAME _____

PICTO-MEMORY GAME

Find one object for each letter of the alphabet and list below. Then cover both the pictures and your list and see how many you can write from memory.

a.	j.	s.
b.	k.	t.
c.	l.	u.
d.	m.	v.
e.	n.	w.
f.	o.	x.
g.	p.	y.
h.	q.	z.
i.	r.	

UNIT II

SCHOOL AND STUDY SKILLS

LESSON J: TEST TAKING

BEHAVIORAL OBJECTIVE:

Each student will apply at least eight test taking techniques and will indicate how many he has used.

MATERIALS:

"How To Take A Test," SVE Filmstrip, A779S.
Test Taking Techniques, one copy for each student.
Filmstrip projector

CLASSROOM PROCEDURES:

1. Show the filmstrip, "How to Take a Test." What are tests for? Why is test taking good? Bad? How can we keep from getting worried about tests? Is cramming good or bad? What are some ways to help prepare for a test?

2. Hand out the sheet, "Test Taking Techniques," and divide the students into groups. Have some groups discuss the possible results of using the techniques and the other groups discuss the possible results of not using the techniques. Compare the ideas of the various groups in a class discussion.

3. Ask the students to star the items on "Test Taking Techniques" which they regularly do when taking a test. Tell them to keep the paper handy and check it each time they take a test. The object is to honestly star as many items as possible. Set a date when they will hand in the paper describing how many of the test taking techniques they have used.

EVALUATION:

Students will hand in Test Taking Techniques on an assigned date, indicating which items they have applied. They should use at least eight techniques.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. "How To Take A Test," SRA Junior Guidance Series Booklet, No. 5-806

2. "Taking Examinations," Eyegate Educational Filmstrip, No. 7-IH

3. "Reviewing for Examinations" Eyegate Educational Filmstrip, No. 7-IG

4. Make up a test with samples of different kinds of questions, such as essay, multiple choice, true-false, completion, or matching. Discuss the best method to answer each of the questions.

UNIT II

LESSON J: CLASSROOM PROCEDURES 3 NAME_____

TEST TAKING TECHNIQUES

1. What to do before the test:

_____ Try to guess what the questions will be.

_____ Review your notes and the text. (Don't cram!)

_____ Look up things you are not sure of.

_____ Make sure you have equipment you need: pencil, pen, eraser, paper.

2. What to do during the test:

_____ Relax and forget the others around you.

_____ Get comfurtable in your seat and get other things out of the way.

_____ Read the directions carefully.

_____ Look over the whole test first (to budget your time and avoid giving the same answer twice.)

_____ Read each question carefully before answering.

_____ Write only what is asked for.

_____ Think carefully before writing.

_____ Check your paper over carefully to catch mistakes, any questions you might have missed, and to make sure you followed directions.

3. What to do after the test:

_____ When the test is returned, look it over carefully so you won't make the same mistakes again.

_____ If there is anything which is not clear to you, ask your teacher politely about it.

UNIT III

LEARNING ABOUT SELF AND OTHERS

LESSON A: NEEDS

BEHAVIORAL OBJECTIVE:

Each student will list and discuss the basic human needs, both physical and emotional, and will rank them in relation to their importance to him and his own personal needs as a seventh grader.

MATERIALS:

"What Do You Need?" All About You. William C. Menninger, M.D., SRA Junior Guidance Series Booklet, No. 5-731, pp. 21-28.
Needs of Seventh Grade Students, one copy for each student
"Mirror, Mirror," Film from District Media Center or BYU Rental. 16mm Projector.

CLASSROOM PROCEDURES:

1. Read and discuss the chapter "What Do You Need?" in All About You. In the discussion, have students identify what a need is, the difference between emotional and physical needs, examples of each, how not having a need fulfilled can change the way you act, and why needs are important to you.

2. Show the film, "Mirror, Mirror," and have the students discuss in groups: What was the boy's main problem? How did he overcome the problem. What did the film have to do with needs? How is this film true to life? Give examples.

3. The students know someone who is made fun of by other students. Without using his name, determine as a class why he is ridiculed. Have a few selected students spend the rest of the week consciously trying to be friendly and interested in this person. The class could suggest activities the selected students could use to fulfill this assignment. Have the students report to the class concerning any change in the person or any change in their own attitudes toward the person. Is being liked helpful to one's personal development?

4. Pass out the "Needs of Seventh Grade Students." Have each student rank them in order of how important he feels each is, Number 1 being most important, Number 13 being least important.

EVALUATION:

Each student will list human needs and relate them to his own personal needs.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. "What Troubles the Troublemaker?" Denoyer-Geppert Audio-Visual filmstrip, No. 66830 and "Why Should I Care How He Feels?" Denoyer-Geppert Audio-Visual filmstrip No. 66704.

2. "Cipher in the Snow," Film from District Media Center or BYU Rental.

3. Read "Run, Boy, Run" by William Herman, Adventures for Readers, Book 1, pp. 339-348, "Room for One More" by Anna P. Rose, Hightrails Book 7, or "A Story of Helen Keller," or any other story of a person who achieved success by meeting needs. Have the students think of a handicapped person they have known or read about and write a composition telling the person's story and how they achieved success.

4. Arrange with the office or counselor to call two students (preferably a boy and a girl) from the room for ten minutes. While they are out of the room tell the class when they return to treat them as if they are repulsed by them, teasing them, and doing whatever else is within reason to make them feel badly. Tell them not to overact, but to try to make the experience as realistic as possible. While the two students are being rejected by their classmates, the teacher should also criticize and become disturbed with the two students. After about ten minutes, stop the class and explain the situation to the two students. Ask the two students to describe the feelings they had during the experiment. Discuss with the class how a person feels when their needs are not met. (The teacher should carefully select students who will not be adversely affected by this experiment.)

UNIT III

LESSON A: CLASSROOM PROCEDURES 4 NAME _____

NEEDS OF SEVENTH GRADE STUDENTS

_____ To have affection and security

_____ To find out what they are able to do

_____ To receive recognition and acknowledgement of their worth

_____ To find ways to remain healthy

_____ To experience accomplishment and success

_____ To acquire skills and understandings

_____ To develop free time activities

_____ To understand home and family relations

_____ To receive help in solving personal problems

_____ To participate in the activities of their school

_____ To have friends and be a friend to others

_____ To understand how to spend money wisely

_____ To get along with others

UNIT III

LEARNING ABOUT SELF AND OTHERS

LESSON B: VALUES

BEHAVIORAL OBJECTIVES:

Each student will identify a value, apply criteria for determining different values, and explore his own values.

MATERIALS:

"Your Values," You: Today and Tomorrow, Martin R. Katz, Educational Testing Service, 1969, pp.33-51 as reference.
Outline for Values Lesson, with illustration on transparencies.
What is a Value? one copy for each student.
Consequence Game, one copy for each student.
Overhead projector

CLASSROOM PROCEDURES:

1. Present the material from the "Outline for Values Lesson," using transparencies of the illustrations on the overhead projector.

2. Pass out "Consequence Game" and have the students fill it out. Discuss the result with the class, helping them to recognize their values as an influence on their choices.

3. Have the students define value and write their definitions on the board. Hand out "What is a Value" and illustrate the steps of how a value can be explored by using an example, such as a boy urged to smoke by his friends. Assign the students to outline, in writing, the development of a value in the following situations:

   a. A boy is asked by his friend to help him cheat on a test.
   b. A girl is asked to go to a party where there will be older boys. Her parents have asked her to stay away from the party.
   c. A girl has enough money for a new swimming suit for summer. Her brother's birthday is next week and he needs baseball shoes.
   d. A boy has a friend who has stolen $10.00. His friend gives him $2.00 of it.

EVALUATION:

Each student will work through the values criteria applying them to a specific situation and will explore his own values.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. "The Forgotten Door," by Alexander Key, Perfection Form Co., Logan, Iowa.
2. The Why Game, Junior High Career Guidance Curriculum, STUDENT-CENTERED OCCUPATIONAL PREPARATION AND EXPLORATION (SCOPE), Utah State Board of Education, 1972, p.556.

3. One Minute Reactions, Junior High Career Guidance Curriculum, STUDENT-CENTERED OCCUPATIONAL PREPARATION AND EXPLORATION (SCOPE), Utah State Board of Education, 1972, Teacher Supplement, p.40.
4. Values of Clarification by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, Hart Publishing Co., Inc. New York, 1972, Contains many value clarifying exercises. The following exercise is an example: Ask the students to number from 1-20 on a sheet of paper. Ask them to list as fast as they can 20 things that they love to do. You may suggest that they think about what they enjoy in each season, and what they enjoy with people whom they like. Have the students code their list in the following way:
    a. Put a dollar sign by each item which requires more than $20.00 before you can do it.
    b. Place a "p" by each item which is more fun to do with people and an "A" by each item which you prefer to do alone.
    c. Put a "5" in front of any item which you think would not have been on your list if I had asked you to make one 5 years ago.
    d. Put the number "18" in front of any item which you think you will not do after you graduate from high school.
    e. Think of your best friend. Place an "X" in front of every item you would want your friend to have on his or her list.
    f. Place stars in front of the five items which you love to do the most.
    g. For each item on your list, record the date you did it last.

    Ask each student to look at his coded data in the way a scientist would. What can you spot as trends or patterns? What have you learned about yourself from the exercise? Have them write their discoveries on the paper.

UNIT III

OUTLINE FOR VALUES LESSON

LESSON B: CLASSROOM PROCEDURE 1

1. In making decisions, we use values.

2. In making decisions, we consider the odds and risks involved.

   Would you go on a picnic if there were 10% chance of rain? 50% chance of rain? 90% chance of rain? 10% chance of a tornado?

3. In making a decision, we consider how serious it would be to fail or how important it would be to succeed.

   We may choose between "playing it safe" or "taking a chance." This is seen in quiz contests such as "Let's Make a Deal."

   If you could jump 16 feet at the very most, would you try to jump over a 15 foot ravine? for raspberries? if a cougar were after you?

4. Value means what something is worth to a person--what he is willing to do, pay, or give up for it. Whenever you make a choice between two things, you weigh the values connected with these things against each other. When a choice seems automatic, you are probably choosing according to a value which is strong for you.

   Would you work as a dishwasher for a baseball mitt? for 3 weeks? for 6 months? for 2 years?

   Would you pay $.50 for an egg? if it were the only food available? Discuss current price trends.

5. It may be difficult to sort out the values involved in making a decision.

   John was asked to read in a poetry-reading contest. He said "no" because he had to practice basketball. His real reason was that he did not want to be considered a sissy.

6. Some values seem to be typical of certain ages and will change.

   Discuss values held by boys versus values held by girls, or values held by parents versus values held by teenagers.

LESSON B: CLASSROOM PROCEDURE 1

UNIT III

LESSON B: CLASSROOM PROCEDURE 2 NAME _____

Consequence Game

Directions: Think through the problems carefully and then follow the directions.

Problems

1. If your house were on fire and burning, what five things would you save from the burning house? List them.

   1. 4.
   2. 5.
   3.

2. If you were going on a bike trip for a week, list 10 things you would take with you.

   1. 6.
   2. 7.
   3. 8.
   4. 9.
   5. 10.

3. If you had to clean your room and could save only a shoe box full of items, what would you save? List them below.

4. An atom bomb is being dropped tomorrow and you will be forced into a nearby canyon. You can only take with you what you can carry. What would you take? List these below.

Be able to discuss with the class why you chose the items you did.

UNIT III

LESSON B: CLASSROOM PROCEDURE 3

WHAT IS A VALUE?

A value is something that is desirable or of worth to a person.

Values are general guides to behavior that give direction to life.

Different experiences would create different values; therefore, any one person's values would be changed as his experiences increase.

The following steps are effective for exploring values.

1. Choosing from different choices.
2. Choosing after carefully thinking about the outcome of each choice.
3. Choosing freely.
4. Prizing, being glad of one's choice.
5. Prizing, being willing to publicly state or show one's choice.
6. Acting upon one's choice.
7. Acting upon one's choice repeatedly, over a period of time, even to the point of acting upon the choice without thinking.

UNIT III

LEARNING ABOUT SELF AND OTHERS

LESSON C: PERSONALITY

BEHAVIORAL OBJECTIVE:

Each student will define personality and evaluate his own personality traits. He will differentiate between desirable and undesirable personality traits in himself and others, and will improve one personal trait.

MATERIALS:

"Your Personality, The You Others Know," Part I and II, Guidance Associates filmstrip No. 100-972.
Guide sheet for filmstrip, one copy for each student.
Personality Checklist, one copy for each student.
Improvable Personality Traits, one copy for each student.
Filmstrip projector and record player or cassette recorder.

CLASSROOM PROCEDURES:

1. Pass out the "Guide Sheet for the Filmstrip Your Personality, The You Others Know," and go through each question. Show Part I of the filmstrip and have the students fill out the guide sheet. Discuss the questions either as a class or in small groups.

2. Have the students fill out the "Personality Checklist." As they fill it out, discuss the various personality traits with them.

3. Show Part II of the filmstrip after first going over the questions. Discuss the answers with the class.

4. Use a role playing situation to show how changes in personality depend upon who you are with. Do you act differently when you are around girls? Boys? Your mother? Your father? Teachers? Strangers? Someone older? Someone younger? When you are in school? When you are in church? When you make a mistake? Should we be the same for everyone? Everyplace?

HOME-COMMUNITY ACTIVITY:

Pass out "Improvable Personality Traits." Have students complete the sheet and choose one trait they would like to improve over a period of one or two weeks. At the bottom of the sheet, have them write a goal, list 5 specific ways to accomplish it, and the date they plan on reaching the goal. Upon completion they should obtain the signature of a person who can confirm their success or attempt to achieve the goal.

EVALUATION:

Students will answer questions about concepts of personality, evaluate their own personality, and report their progress in improving one personal trait.

OTHER SUGGESTED ACTIVITIES AND MATERIAL:

Collect pictures of various stereotyped individuals such as a hippie, an old-maid school teacher, a grandmother, a movie star, a "Mr. America," etc. Show the pictures to the class. Allow members of the class to express their feelings and reactions to the pictures. Talk about stereotyping: Should we put people into categories or stereotypes? Why?

UNIT III

LESSON C: CLASSROOM PROCEDURE 1 NAME _____

GUIDE SHEET FOR THE FILMSTRIP: YOUR PERSONALITY, THE YOU OTHERS KNOW

PART I

1. What is personality?
2. What is character?
3. How is character different from personality?
4. List 6 things that people like about other people.
5. List 6 things that people do not like about other people.
6. What are 4 things about us that we cannot change?
7. Who is the poorest judge on the way you look?
8. What are 4 things that make growing up painful?
9. What are 2 advantages that youth have to develop their mature personality?

PART II

1. What is your self-image?
2. What is the secret of a strong personality?
3. What is the first thing we must do to change our personality?
4. Do people react better to your appearance or to your personality?
5. How can self-consciousness hurt your personality?
6. "You must recognize that _____ is far more important than belonging to any group, no matter how desirable it seems."

UNIT III

LESSON C: CLASSROOM PROCEDURE 2 NAME _____

PERSONALITY CHECK LIST

Put an X under your proper rating, as you see it.

ARE YOU:	Never	Seldom	Sometimes	Often	Always
1. Honest (with yourself and others?)					
2. Kind and understanding?					
3. Cheerful?					
4. Willing to cooperate at home, school, camp, or at play?					
5. Dependable (finish jobs, studies, etc.)?					
6. Always on time?					
7. Not too demanding of others?					
8. Courteous, well-mannered?					
9. Thoughtful of others?					
10. Willing to volunteer?					
11. Agreeable about taking orders?					
12. Careful and accurate about details?					
13. Loyal to people you like (or work for)?					
14. Neat and well groomed?					
15. Able to accept criticism?					
16. Using your time efficiently?					
17. Choosing the right friends?					
18. Using good judgment when you make decisions?					
19. Sure of yourself (confident)?					
20. Calm under pressure?					
21. Using good control over your feelings?					
22. Developing good work habits?					
23. Able to talk to people without hurting feelings?					
24. One who does not bluff?					
25. Respectful of others property?					
26. One who does his own work?					
27. One who does more than is required?					
28. Developing your own ideas?					
29. Helping others?					
30. Setting high goals?					
31. Able to support your team when losing?					
32. Contributing to a group?					
TOTAL					

UNIT III

LESSON C: HOME-COMMUNITY ACTIVITY NAME _____

IMPROVABLE PERSONALITY TRAITS

Put a check by those that are problem areas for you.

		Never	Seldom	Sometimes	Often	Always
1.	Untidy appearance	____	____	____	____	____
2.	Mumbling speech	____	____	____	____	____
3.	Swayed by emotions	____	____	____	____	____
4.	Easily upset	____	____	____	____	____
5.	Unable to stick to a decision	____	____	____	____	____
6.	Irritable	____	____	____	____	____
7.	Lack of confidence	____	____	____	____	____
8.	Can not make decisions	____	____	____	____	____
9.	Avoid other students	____	____	____	____	____
10.	Seldom do assignments	____	____	____	____	____
11.	Have to be nagged to keep working	____	____	____	____	____
12.	A show-off	____	____	____	____	____
13.	Poor sport	____	____	____	____	____
14.	Conceited	____	____	____	____	____
15.	Jealous of others	____	____	____	____	____
16.	Disrespectful	____	____	____	____	____
17.	Discourteous	____	____	____	____	____
18.	Cannot work with others	____	____	____	____	____
19.	A troublemaker	____	____	____	____	____
20.	Frequent day dreamer	____	____	____	____	____
21.	Careless with money	____	____	____	____	____
22.	Do not work as hard as you could	____	____	____	____	____
23.	Careless of property	____	____	____	____	____
24.	Lose temper often	____	____	____	____	____

You can not change everything at once. You need to work on one thing at a time.

A. Personality trait I will set a goal to improve: _____

B. 5 ways I will try to accomplish the goal:

1. _____
2. _____
3. _____
4. _____
5. _____

C. Date to have the goal completed: _____

D. This is to confirm that _____ has made progress with the above goal.

Authorized Signature _____

UNIT III

LEARNING ABOUT SELF AND OTHERS

BEHAVIORAL OBJECTIVE:

Each student will describe ways of reacting, and identify his own reactions to various situations.

MATERIALS:

Reaction sheet, one copy for each student.
What Would You Do, one copy for each student.
"How Do You Act?" All About You. William C. Menninger, M.D., SRA Junior Guidance Series Booklet, No. 5-731, pp. 27-34.

CLASSROOM PROCEDURES:

1. Arrange with a selected student before class to come to class tardy and cause some type of disturbance that the teacher will have to stop. (For example, the student would walk in late, ask what is going on, try to borrow a pencil, go to the pencil sharpener, etc.) Before the selected student comes in, pass a copy of the "Reaction Sheet" to each student. Tell them to keep the paper face down and not look at it until a specified time later in the period. Immediately after the prearranged situation, tell the students to turn over the sheet and answer the questions based upon their immediate reactions to the contrived situation. After they have done this, discuss their reactions.

2. Have the students fill in Part I of "What Would You Do?" Introduce the three basic types of reactions, namely: FLIGHT, FIGHT and COMPROMISE, using examples for each. (See All About You, SRA Junior Guidance Series Booklet, pp. 27-34.)

   Relate these reactions to the student's answers on the work sheet and have them evaluate their own type of reaction. Ask them to fill in Part II of "What Would You Do?" by indicating their most usual reaction and by writing down specific examples to show that they react this way.

EVALUATION:

The students will evaluate their own reactions to situations based on the flight, fight, compromise concept.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Collect pictures of situations where people are reacting to something. Divide the class into groups and give each group a different picture. The groups will decide: a.) What is the situation in the picture? b.) How are the people in the picture acting or reacting? c.) What has happened before the picture was taken or painted? d.) What will probably happen immediately after the picture was taken or painted?
2. "Wanta Borrow a Jack?" J. F. McEvoy, Reader's Digest, November 1954, pp. 108-9.
3. Filmstrip "Getting to Know Me," Eyegate, 34B.
4. "Ten Reasons Why I Swear," Chaplain at Fort Sill, 1953.
5. "Of Martians and Mores," Ralph Reppert, Reader's Digest.
6. Have the students find three pictures, one to represent flight, one to represent fight, and one to represent compromise. Ask them to mount these pictures and explain, either orally or in writing the situations and reaction.

UNIT III

LESSON D: CLASSROOM PROCEDURE 1 NAME _____

REACTION SHEET

1. What was the situation?

2. How did the student act?

3. How did the teacher react?

4. How did the class react?

5. Would you have acted the same way the student acted in this situation?
Would you have acted the same way the teacher acted in the situation?
What would you have done differently?

6. How did you feel about this situation?

UNIT III

LESSON D: CLASSROOM PROCEDURE 2 NAME _____

WHAT WOULD YOU DO?

Part I

DIRECTIONS: Think about what you would do in each of the following situations. Write in the behavior you think you would most likely exhibit for each situation. Be honest!

1. If your folks will not let you see your favorite TV show, what would you do?

2. When your mother reminds you that you have a homework assignment to do, what do you usually do?

3. At home you have a job which is your special assignment. What do you usually do?

4. Your teacher talks to you after school and suggests some ways you could improve your work. What would you probably do?

5. Someone in your class at school gives a party and does not invite you. What would you do?

6. You are saying something in class when your tongue gets twisted and you make a stupid remark. What would you do?

7. The same thing happens to your friend. What would you do?

8. When you hear a friend being criticized, what do you do?

9. You start in a new school and the other students seem unfriendly. What would you do?

10. Your dad asks you to do a job in the yard but you have made other plans with your friends. What would you do?

11. A friend gets a new bike like the one you have wanted but cannot afford. Your friend's parents buy him the bike. Your parents say you have to earn yours. What would you do?

12. If you are not doing well in one of your classes at school, what would you do?

13. You have never made a speech before a large audience before and someone asks you to speak on a program. What would you do?

14. You envy your brother or sister because they seem more popular. What do you do?

PART II

1. How do you react most of the time? _____ Flight _____ Fight _____ Compromise

2. Describe three experience you have had which show you reacting the way you indicated in Number 1.

UNIT III

LEARNING ABOUT SELF AND OTHERS

LESSON E: COMMUNICATION

BEHAVIORAL OBJECTIVE:

Each student will define communication and evaluate his own pattern of communication.

MATERIALS:

Communicaton Study Sheet, one copy for each student.
Parent-Student Communication Quiz (PSCQ), one copy for each student.

CLASSROOM PROCEDURES:

1. Have the students take out a sheet of paper. Select a student to give instructions to the class on how to draw Figure 1 below. He should face away from the class and not use gestures. He should give the instructions only once and not answer any questions. Have another student give instructions to the class on how to draw Figure 2. He may repeat instructions and answer question. Discuss the differences between the first and second time and then turn the discussion to communication and the importance of having communication skills. What does communication mean? What is the difference between talking and communication? Between conversation and communication? Stress that communication is a two-way process and that understanding the other person's feelings is a part of communicating.

Figure 1

Figure 2

2. Explain that you can communicate in ways other than talking. Your body movements can say things without words. This is called body language. (a) Have students pantomine various types of body language. For example, boredom, nervousness, embarrassment, surprise, happiness, anger, excitement, interest, etc., or (b) Write these emotions on cards and give them to volunteers to act out. Have the class guess the emotion portrayed. After each pantomine is completed, discuss what mannerisms allowed the students to recognize the emotion.

3. Have the students evaluate their own communication patterns by filling in the "Communication Study Sheet."

HOME-COMMUNITY ACTIVITY:

Ask the students to fill in Part A of the "Parent-Student Communication Sheet" in class. Assign

them to take it home and have the parent check Part A and then complete Part B. The student should check Part B and then the parent and student could discuss their responses. The student will have the parent sign the form and return it to class for credit.

EVALUATION:

Each student will evaluate his own pattern of communication and will participate in various activities illustrating important facets of communication.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Play charades to illustrate communication without speaking.

2. Discuss the statement "I know you think you understand what you thought I said, but what you do not understand is that what I said is not wht I meant.

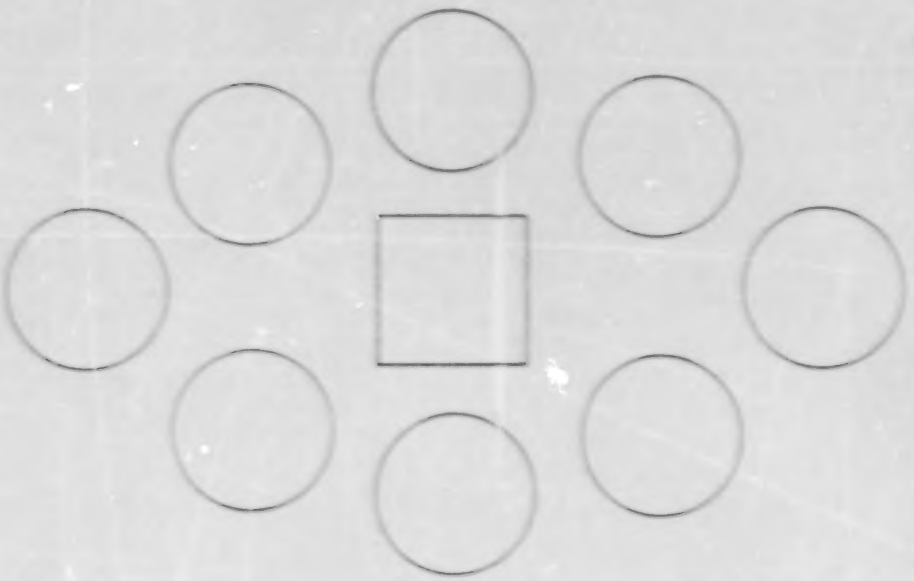
3. Demonstrate to the students how uncomfortable different distances can be depending upon the circumstances. (Standing too close for conversation, teacher lecturing too close, standing too far away for conversation, etc.) Indicate how people can move others involuntarily or irritate them by using this concept.

4. Speak in a foreign language or code. Then discuss lack of communication.

UNIT III

LESSON E: CLASSROOM PROCEDURE 3 NAME _____

COMMUNICATION STUDY SHEET



DIRECTIONS:

1. Write your name in the square.
2. Think back 24 hours. Write in the circle the names of all the people you have talked to during this time. Add more circles, if needed.
3. Draw an arrow from your square to the person's circle for each time you communicated with that person.
4. For each time the person in the circle communicated with you, draw an arrow from his circle to your square.
5. If you think the meaning of the communication was received, put a "C" on the line. If you think the meaning was not received, put a "N" on the line.
6. Answer the following questions:
   A. With whom have you communicated the most in the past 24 hours?

   B. Which do you think was more often understood? _____ Your communication to others? _____ The communication of others to you?

   C. Do you think your communication is good enough?

   D. What would you like to improve?

   E. Explain two things you will do to improve your communication.

UNIT III

LESSON E: HOME-COMMUNITY ACTIVITY NAME _____

PARENT - STUDENT COMMUNICATION QUIZ (PSCQ)

PART A

Student fill out this side about one parent.

1. What do I like to do most in my spare time?
2. Do I hold a church position? If so, what is it?
3. What is my favorite dessert?
4. What is my job?
5. What chore around the home do I dislike most?
6. Who is my best friend?
7. What high school did I attend?
8. Where was I born?
9. Where did I meet my husband/wife?
10. What is my favorite TV show?

PART B

Parent fill out this side about student.

1. Who is my best friend?
2. What is my favorite class in school?
3. What do I like to do most in my spare time?
4. What is my favorite TV program?
5. What is my favorite food?
6. Which vegetable do I dislike most?
7. What is my favorite singer, musical group or song?
8. What chore do I dislike most?
9. What would I like to do in the future?
10. Where would I like to go on our next vacation?

*After completing the quiz the parent corrects the student section and the student corrects the parent section. Total the correct answers in both sections and rate yourselves by the scale below.

18-20 Excellent
15-17 Very Good
10-14 Good
Below 10 Poor

We have completed the parent-student communication quiz.

Parent _____

Student _____

UNIT III

LEARNING ABOUT SELF AND OTHERS

LESSON F: ABILITIES

BEHAVIORAL OBJECTIVE:

Each student will recognize different types of abilities and will identify four of his own abilities.

MATERIALS:

Puzzle pieces, one set for each student.
Things I Do Well, one copy for each student.

CLASSROOM PROCEDURES:

1. Use the first 20-25 minutes of class having the students participate in all kinds of simple tasks and activities that will demonstrate various abilities. These could all be timed as in a contest. For example:

   a. MECHANICAL ABILITY - have the students put together 6 puzzle pieces that make a 3 x 5 rectangle. (This could be done using 3 x 5 cards or by making a ditto of a puzzle.)

   b. NUMBERS ABILITY - Have the students calculate the sum of three large numbers in their heads. For example: 20 + 14 + 12?

   c. COORDINATION ABILITY - Have the students roll up one arm forward and one arm backward in front of them at the same time, or rub their stomach and pat their head at the same time. (Talk to Physical Education teachers for other coordination exercises.)

   d. ARTISTIC ABILITY - Give the students 3-5 minutes to draw a picture of a cat or car or something similar. At the conclusion of this activity, have the class select the best drawings.

   e. WORD ABILITY - Give the students a word such as CAREER EDUCATION and tell them to find as many three or more letter words as they can in 2 or 3 minutes.

   f. OTHER SUGGESTED ACTIVITIES to demonstrate various abilities might be:
      1) Driving a nail into a board.
      2) Screwing a screw into a metal plate.
      3) Turning a piece of material inside out that has been sewed together to make a belt for a dress.
      4) A maze
      5) Scrambled words

6) Word puzzles
7) Create a design or picture out of a given line.
8) Arm wrestling.

2. Follow the above activities with a discussion on abilities. Include such observations as, every person is different, everyone has some sort of ability, there are many different abilities, and other types of abilities might include making other people feel good, handling children, etc. (If the subject of conceit comes up, discuss the difference between conceit and an honest recognition of abilities.)

3. Have the students fill out the sheet, "Things I Do Well." Help the students to be aware of their positive abilities.

EVALUATION:

Students will recognize what abilities are, that different people have different abilities, and will become acquainted with their own abilities.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Have students write the end to an unfinished story.

2. Conduct a Strength Group, where students tell each other what they do well.

3. This lesson may be explained by having a more comprehensive exploration of abilities. Several types of activities could be explored in the classroom such as taking a clock apart, flower arranging, drawing, speaking, working with people, etc. Other activities could be explored in conjunction with other classes such as art, music, physical education, industrial education, home economics, foreign language, speech, English, math or science.

UNIT III

LESSON F: CLASSROOM PROCEDURE 3 NAME _____

THINGS I DO WELL

List in the columns below various activities in which you feel you do well. Be as specific as you can in saying why you think you are good at an activity, and how other people rate your ability. If you cannot think of an answer in one of the columns, have your parents or friends help you.

Areas of Activity	Specific Examples	Some Proof I'm Good	or	What Others Think
Home (chores, family activity)				
Hobbies				
Sports				
School Subjects				
Special Skills (Talents not included elsewhere on this sheet.)				
Ability to get along with others.				

UNIT III

LEARNING ABOUT SELF AND OTHERS

LESSON G: INTERESTS AND HOBBIES

BEHAVIORAL OBJECTIVE:

Each student will identify his own interests and hobbies and share them with other members of the class.

MATERIALS:

What Are My Interests, one copy for each student.
OBJECT or word for Inquiry Game
List of activities for each student to choose from, Classroom Procedure 4.

NOTE: A pre-lesson assignment is required for UNIT IV, LESSON A: WHY WORK?

CLASSROOM PROCEDURES:

1. Hand out "What Are My Interests" and have the students complete it. Was it hard to list three interests in each group area? Should we have broad interests? Are your interests as broad as they could be? What can we do to increase our interests? Can interests change? What might develop out of interests?

2. Play an Inquiry Game. Either write a word that relates to a hobby on the board or bring an object to class, such as a tool that is used in a hobby. Have the students try to guess through the twenty question method what hobby the item on the board or object represents.

3. Have the students divide into groups and list as many hobbies as they can. List the hobbies named on the blackboard.

4. Assign the students to choose one of the following projects to present to the class: a) Make a collage representing your hobbies or interests. b) Bring your hobby to class and demonstrate it. c) Draw or find a series of pictures you can make into a booklet about your hobbies or interests. d) Make a bulletin board on hobbies or interests.

EVALUATION:

Each student will present his hobbies and interests by oral presentation, display, or in collage.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Challenge the students to broaden their interests by a) Reading about things that are new to them; b) Watching educational TV programs, c) Asking more questions about new things; d) Taking part in more discussions; e) Talking with more prople, and f) Taking trips to new places.

2. Make cassette taped interviews. Have the student interview adults or other students about their hobbies and present the information to the class. Save the tapes for a library of hobbies and vocations.

3. Have a psychologist, counselor, or medical doctor speak to the class about how a hobby and outside interest can help us maintain mental stability.

4. A quest program may be worked out with the school principal. One period is set aside once a month when each teacher in the school sponsors a special interest. The student chooses where he wishes to go according to his interests. The teacher may prepare a presentation himself, use audio-visual equipment, or bring in an outside resource person.

5. Have a hobby contest or school-wide hobby fair or hobby day.

6. Ask the librarian to present a list of material on hobbies available in the library.

7. Play "What's My Hobby." Have one student decide on a specific hobby. The class or a panel asks questions that can only be answered yes or no. They may ask 20 questions to discover what the hobby is, or each class member may ask only one question.

8. Have a parent or someone from the community come to the class and present his hobby.

9. Give the students a copy of "Hobby Search," and have them fill it out.

10. Use "Match the Tool" to help students become acquainted with hobbies.

UNIT III

LESSON G: CLASSROOM PROCEDURE 1 NAME _____

WHAT ARE MY INTERESTS

List 3 interest for each area:

Sports you like:
1.
2.
3.

School subjects you like:
1.
2.
3.

Hobbies you have:
1.
2.
3.

Kinds of reading you like to do:
1.
2.
3.

Things you like to talk about:
1.
2.
3.

Jobs or chores you like to do:
1.
2.
3.

TV programs you like:
1.
2.
3.

Recreation or fun things you like to do:
1.
2.
3.

Any others.

UNIT III

LESSON G: OTHER SUGGESTED ACTIVITIES AND MATERIALS NAME _____

HOBBY SEARCH

Hidden in the puzzle are the names of fifteen hobbies. How many can you find? Circle them as you find them. They may be horizontal, vertical or diagonal.

I	W	A	N	S	W	N	X	Y	F	J	H	S	S	I	C	R	E	M	B	P
S	L	E	F	L	O	W	E	R	A	R	R	A	N	G	I	N	G	Q	H	R
T	B	P	E	C	O	J	K	M	N	P	B	C	E	I	L	M	P	O	G	Z
A	M	I	E	N	O	U	H	N	O	S	R	F	F	B	X	W	T	O	B	A
M	O	N	X	L	W	P	Q	L	E	A	B	O	I	P	Y	O	O	M	E	P
P	K	S	C	O	J	K	I	N	G	E	R	S	T	U	G	V	W	X	E	Y
C	J	E	I	H	K	G	F	E	D	C	D	B	A	R	A	C	E	G	K	I
O	Z	C	O	P	K	U	G	V	B	A	C	L	A	S	T	H	J	T	E	W
L	Y	T	M	A	I	W	O	X	I	L	N	P	E	B	K	L	Y	Z	E	T
L	X	C	N	W	N	Y	L	Z	J	C	H	M	P	W	A	U	Y	F	P	S
E	W	O	L	P	G	D	F	E	K	Y	F	M	J	N	O	M	W	I	I	O
C	G	L	K	R	E	K	I	P	A	I	N	T	I	N	G	R	A	S	N	N
T	N	L	J	O	Q	O	N	F	O	T	H	L	D	C	B	N	K	H	G	A
I	I	E	H	S	T	I	G	L	R	G	H	P	T	G	Q	O	R	I	I	Y
N	K	C	G	Z	A	M	D	C	F	S	U	E	S	T	H	P	G	N	F	E
G	I	T	P	J	C	A	K	E	D	E	C	O	R	A	T	I	N	G	W	X
V	H	I	E	K	T	L	D	N	E	Q	R	F	W	C	U	Q	V	T	H	W
U	R	O	A	D	U	C	V	O	H	B	X	S	A	V	R	R	G	I	P	J
S	Q	N	B	I	B	F	S	J	O	L	Y	M	U	U	B	A	N	O	Z	X
T	P	D	C	A	C	E	B	K	I	P	T	S	H	R	T	S	F	Q	A	Y
R	O	C	K	P	O	L	I	S	H	I	N	G	G	T	U	Y	T	T	E	D

Did you find these:

Leathercraft	bee-keeping	hiking
rock polishing	golfing	needle-work
painting	fishing	cake-decorating
woodworking	stamp collecting	cooking
photography	insect collection	flower-arranging

UNIT III

LESSON G: OTHER SUGGESTED ACTIVITIES AND MATERIALS 10 NAME _____

MATCH THE TOOL

1. leathercraft	A. easel
2. rock polishing	B. pastry tube
3. painting	C. veil
4. woodworking	D. awl
5. photography	E. formaldehyde
6. bee-keeping	F. creel
7. golfing	G. plane
8. fishing	H. hoops
9. stamp collecting	I. magnifying glass
10. insect collection	J. frog
11. hiking	K. tumbler
12. needlework	L. recipe
13. cake decorating	M. filters
14. cooking	N. backpack
15. flower arranging	O. putter

UNIT IV

INTRODUCTION TO THE WORLD OF WORK

LESSON A: WHY WORK

BEHAVIORAL OBJECTIVE:

Each student will be able to give at least five reasons why work is important in his life.

MATERIALS:

"The World of Work," SVE Sound Filmstrip No. C788-2
Filmstrip projector and record player or cassette recorder
Speakers (See Classroom Procedure 4)

PRE-LESSON ASSIGNMENT:

Have students ask their parents the following questions and hand them in as a written assignment:

1. Why do you work?

2. How does your job help others?

CLASSROOM PROCEDURES:

1. Have the students refer to their pre-lesson assignment to answer the question: Why do we work? List the reasons the students give on the board and keep the initial list for comparison with the points discussed in the filmstrip.

2. Show the filmstrip, "The World of Work," and discuss: Why does man work? How does a job family help in the choice of an occupation? What are some sources for finding out about jobs?

3. Have the students list on the board the various occupations found in their community. How do you benefit from these jobs? How does the employee benefit from his job?

4. Invite guest speakers to share their experiences and attitudes toward work. (Suggested speakers: A prison inmate, a welfare recipient, a high school student working part time, an individual with a success story related to work, a person enrolled in adult education or technical college striving to prepare for work.) Conduct a question and answer session with the guest speaker. (If desired, questions may be prepared ahead of time by the students working in small groups to decide what they wish to learn from the speakers.) You may want to have a classroom discussion the next day on the concepts presented by the speakers.

EVALUATION:

Each student will write a list of at least five reasons for working.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

"Why Work at All?" Guidance Assoc. filmstrip and record (cassette) 106-318, District Media Center No. 1FS/1RTC.

UNIT IV

INTRODUCTION TO THE WORLD OF WORK

LESSON B: INTRODUCTION TO CAREER KITS

BEHAVIORAL OBJECTIVE:

The student will effectively use each of the available career kits.

MATERIALS:

Career Kits
- Desk-top Career Kits
- Occupational Guidance Booklets
- Occupational Exploration Kit (OEK)
- Widening Occupational Roles Kit (WORK)

Kit Instructions, one copy for each student or group. (You may want to make them into a set of packets labeled KIT INSTRUCTIONS.)

Kit Tests, one copy for each student.

Job Scramble, one copy for each student. (Cover the answers when reproducing for student use.)

CLASSROOM PROCEDURES:

1. Prior to the lesson select some students and train them as specialists, one for each kit.

2. Divide the students into groups and have each student specialist teach each group how to use his kit. It is his responsibility to make sure that each one knows how to use the kit. (Make sure "Kit Instructions" are available.) While some groups are learning about the kits, others may be at their seats working on the "Job Scramble."

3. After the students have been introduced to all of the kits, each group should work through each "Kit Test" by rotating from kit to kit.

NOTE: You may want to assign some of your most responsible students to act as librarians for each kit during the rest of the semester.

EVALUATION:

The students will use the available career kits in various assignments throughout the course.

UNIT IV

LESSON 8: Classroom Procedure 2

Name

JOB SCRAMBLE

		Answer			Answer
1.	WARYLE	LAWYER	19.	TERYRESAC	SECRETARY
2.	RAFM BERLORA	FARM LABORER	20.	CETIEEDVT	DETECTIVE
3.	KAERNB	BANKER	21.	DELERW	WELDER
4.	CHAETER	TEACHER	22.	SBU YBO	BUS BOY
5.	CANLOPIEM	POLICEMAN	23.	PRTOERRE	REPORTER
6.	TOUACANCNT	ACCOUNTANT	24.	MORATRESNO	ASTRONOMER
7.	RODTOC	DOCTOR	25.	LEEERWJ	JEWELER
8.	METISCH	CHEMIST	26.	LIEF RLKEC	FILE CLERK
9.	KREBA	BAKER	27.	CRORGE	GROCER
10.	BERYALRIKC	BRICKLAYER	28.	RUTBHEC	BUTCHER
11.	PARTERCEN	CARPENTER	29.	MEALSSNA	SALESMAN
12.	BNAIILRAR	LIBRARIAN	30.	NLAMMIA	MAILMAN
13.	MACLSKBITH	BLACKSMITH	31.	DSEWTASRSE	STEWARDESS
14.	COORITTSAN	CARTOONIST	32.	YUSOVRRE	SURVEYOR
15.	RABBRE	BARBER	33.	GIRDUTS	DRUGIST
16.	LOMDE	MODEL	34.	TARISWES	WAITRESS
17.	KROUT REVIRD	TRUCK DRIVER	35.	LEDREW	WELDER
18.	ROPSTIL	FLORIST	36.	TTESAHINSETA	ANAESTHETIST

UNIT IV

LESSON B: CLASSROOM PROCEDURE 1

DESK-TOP CAREER KIT

This sheet is to aid you in the use of the Career Desk-Top Kit, which is in the green box.

A. In the front of the Kit, behind the label CROSS REFERENCE BOOKLET, is a small booklet entitled Cross References for Career Desk-Top Kit.

1. In this booklet the various occupations are arranged alphabetically with a number after the name of the occupation. This number indicates approximately where you may find that occupation in the kit. The numbers are in order, thus number 160 will fall between 159 and 161.

2. After the occupation in this booklet, it may say "See also..." The occupations then listed are related and in the same job family as the main occupation.

B. In this kit are:

1. In the center in red print are tabs representing the major occupational fields such as:
   200-249 - Clerical Career

2. On the left-hand side in green print are tabs representing job families, occupations which logically go together, such as:
   020-029 - Physical Science and Math Careers

3. On the right-hand side in blue print are the names of general careers.
   020 - Mathematicians
   022 - Chemists
   023 - Physicists

4. The information found behind the heading 020 - Mathematician, may deal with many related mathematical occupations, such as:
   Statician
   Actuary
   Programmer
   Computer Personnel

C. Among the information provided are Career Summaries. They give the following information:

Duties
Working Conditions
Personal Requirements
Education
Earnings
Outlook
While in High School
Advantages and Disadvantages
Related Careers
For Further Information
Acknowledgments

D. The grouping of these various occupations is based upon the D.O.T. (Dictionary of Occupational Titles.)

UNIT IV

LESSON B: CLASSROOM PROCEDURE 1

OCCUPATIONAL EXPLORATION KIT (OEK)

This sheet is to help you in the use of OEK. It is found in the orange white box. This kit is made up of four different types of occupational aides: 1.) Occupational Briefs, 2.) Job Family Booklets, 3.) Guidance Series Booklets, 4.) Occuscan.

1.) OCCUPATIONAL BRIEFS

A. The Occupational Briefs are four page descriptions of occupations.

B. There are four hundred briefs in the OEK. In the kit they are arranged in numerical order from 1-400. They are also divided into four sections with a black line on the back. In section one we find 1-100; in two 101-200; in three 201-300; in four 301-400.

C. For ease in looking up specific occupations an alphebetical index is provided in the front of the kit. The number at the left of each title is the number of the occupational brief.

D. The occupational briefs give the following information concerning occupations. 1.) history, 2.) duties, 3.) working conditions, 4) personal requirements, 5.) how to get started, 6.) earnings, 7.) advancement opportunities, 8.) the future, 9.) references for more information.

2.) JOB FAMILY BOOKLETS

A. There are 17 Job Family Booklets that deal with jobs in groups or families. Jobs or occupations that are related are found in each book.

B. The booklet titles are:

1. Jobs in Science
2. Jobs in Mechanical Work
3. Jobs in Outdoor Work
4. Jobs in Technical Work
5. Jobs in Selling Work
6. Jobs in Clerical Work
7. Jobs in Mathematics
8. Jobs in Engineering
9. Jobs in Building Construction
10. Jobs in Health
11. Jobs in Agriculture
12. Jobs in Art
13. Jobs in Publishing
14. Jobs in Performing Arts
15. Jobs in Psychology
16. Jobs in Unusual Occupations
17. Jobs in Professional Home Ec.

3.) GUIDANCE SERIES BOOKLETS

A. There are eight Guidance Series Booklets. They relate in general to occupations.

B. Areas Covered are:

1. Your personality and Your Job
2. School subjects and Jobs
3. Discovering your Real Interests
4. Should you go to College?
5. Girls and their Future
6. College Careers and You
7. Choosing your Career
8. You and your Abilities

4.) OCCUSCAN

A. The Occuscan is found in an orange folder in the OEK. It is a unique device designed to help you in your occupational exploration by answering some questions about yourself.

B. Instructions on using the Occuscan:

1. Select the Master card and place it in the frame on the top part of the folder. (The numbers on the master card from 1-400 refer to the occupational briefs.)

2. Select a card from the Interest folder where you feel that your interests are, and place it in the frame over the master card.

3. Select a card from the Number Ability folder that you feel describes your ability in working with numbers. Place it over the other two cards.

4. Select a card from the Word Ability folder that you feel describes your ability with words. Place it over the other cards.

5. Select a card from the Education folder that describes your educational goals, and place it on top of all the other cards.

6. The numbers on the master card that have not been blocked out refer you to occupations that have requirements for your abilities and interests.

7. Go to the occupational briefs that have the same numbers as the ones left uncovered in the Occuscan.

8. These occupations should be of interest to you.

UNIT IV

LESSON B: CLASSROOM PROCEDURE 1

OCCUPATIONAL GUIDANCE BOOKLETS

This sheet is to aid you in the use of the Occupational Guidance Booklets, published by the Finney Company.

A. Use the index to locate the occupation you are interested in.
   1. The index arranges the occupations alphabetically.
   2. Listed after each occupation are the unit number, volume number, and number of occupations. (Note: If the index states Unit 2A, this is the same as Unit 2B)

B. After locating the occupation you are interested in, in the index, locate the occupation in the correct booklet.
   1. At the top of each booklet are the unit number and volume number.
      a. There are five units: 1B, 2B, 3, 4, and 5.
      b. There are eight volumes in each unit. A booklet is the same as a volume.
   2. On the right side of the front page of each booklet, or volume, are listed the various occupations to be found in that volume. There are 20 occupations listed in each volume. They are found in the volume in the order they are listed on the front.

C. Each booklet gives the following information about each occupation:

1. Description of work
2. Earnings
3. History of Occupation
4. Working Conditions
5. Hours of Work
6. Ability Required
7. Temperment Required
8. Education and Training Required
9. Finances Required Before Earning
10. Financial Aids
11. Attractive Features
12. Disadvantages
13. Outlook for the Future
14. Licensing, Unions, Organizations
15. Suggested High School Activities
16. Suggested Courses in High School
17. Methods to Enter Work
18. Free Information Material
19. Purchasable Materials
20. Visual Aids
21. Testing Your Interests

The booklets have the following colors:

Yellow = Vol. I
Lt. Blue = Vol. II
Green = Vol. III
Gold = Vol. IV
Grey = Vol. V
Dark Blue = Vol. VI
Brown = Vol. VII
Orange = Vol. VIII (Index included)

UNIT IV

LESSON B: CLASSROOM PROCEDURE 1

WIDENING OCCUPATIONAL ROLES KIT - W.O.R.K. (Old Edition)

This sheet is to aid you in the use of the W.O.R.K. Kit.

A. The 400 Junior Occupational Briefs in the kit have been arranged in three sections. The arrangement is based on three major interests that people have, and each section is indicated by a special color:

1. Jobs primarily dealing with THINGS - Blue.
2. Jobs primarily dealing with PEOPLE or ANIMALS - Pink.
3. Jobs primarily dealing with IDEAS - Green.

In WORK each job is classified according to the interest that is generally considered to be the primary or major one.

B. The briefs in each section have been arranged according to educational levels. On each brief, in the upper left-hand corner, is a color bar. Three different sizes of bar are used, with each size indicating the amount of education required for the job:

1. The smallest color bar indicates jobs requiring high school or less.
2. The next size bar indicates jobs requiring high school plus special training.
3. The largest bar indicates jobs requiring college graduation or graduate school.

C. At the front of each section is a card which indicates which briefs are in that section. The briefs are arranged ALPHABETICALLY within the various color and educational groupings.

D. In the front of the kit are an index and a table of contents, both of which will help you in locating any occupations you are searching for.

E. The occupational briefs give a story-like description of the job. On the last page some important facts about the job are given, such as:

Education
High School Courses
Special Training
Where Jobs Are Found
Getting Ahead
Getting Started
Earnings
Number of Hours
Number of Workers
Union
Future

Also indicated are other ways of finding out about the job.

UNIT IV

LESSON B: CLASSROOM

WIDENING OCCUPATIONAL ROLES KIT WORK (NEW EDITION)

I. WORK BRIEFS

A. The Work Briefs consist of three pages of story about the occupation, and a fourth page containing some important facts about the job and other ways of finding out about it.

B. The 340 briefs in the W.O.R.K. are arranged in alphabetical and numerical order.

C. To make it easy to find the brief you are looking for, there is an alphabetical index in the front of the kit. The number at the left of each title is the number of the brief.

D. Each brief gives the following information: 1) education, 2) high school courses, 3) college courses, 4) where the jobs are found, 5) getting started, 6) getting ahead, 7) earnings, 8) number of hours, 9) number of workers, 10) organizations, 11) future.

II. HANDBOOK OF JOB FACTS

This book contains short summaries of 300 major jobs, it also tells you the numbers of the briefs about each job in the W.O.R.K. and O.E.K. kits.

III. JUNIOR GUIDANCE SERIES BOOKLETS

A. There are five Junior Guidance Series Booklets.

B. The titles are:

1) All About You
2) High School Ahead
3) Your Abilities
4) The Job in Your Future
5) Exploring the World of Jobs

IV. WORK SCOPE

A. The Work Scope is found in the light blue folder. It is designed to help you find jobs of interest to you.

B. Instruction on Using the Work Scope

1. Select the Interest Card of your choice. Place it on the white frame of the folder.

2. Select a card from the Number Skills you feel describes your ability in working with numbers. Place it on top of the interest card.

3. Select a card from the Word Skills you feel describes your ability in using words. Place it on top of the number skills card.

4. Select a card from the Education Packet that represents the education you are planning for. Place it on the top of the work skills card.

5. The numbers on the interest card that still show refer you to Work Briefs on jobs that should interest you.

UNIT IV

LESSON B: CLASSROOM PROCEDURE 3 Name _____

DESK-TOP CAREER KIT TEST

		Points
1.	Where can you find the booklet entitled "Cross Reference for Career Desk-Top Kit?"	1
2.	What can you find in this booklet that will help you in using the kit?	1
3.	If, after listing an occupation in the Cross-Reference, it says "See also..." and then lists other occupations, what does this tell you?	1
4.	In this kit, in the center, are tabs representing _____ fields. They are _____ (color).	2
5.	In this kit, on the left-hand side are tabs representing job _____ . They are _____ (color).	2
6.	On the right-hand side are tabs representing general _____ . They are _____ (color).	2
7.	The information found behind the headings on the right-hand side may deal with (related, unrelated) careers.	1
8.	Name three (3) topics of information to be found in the Career Summaries. a. b. c.	3
9.	The groupings of these various occupations are based on the D_____of O_____ T_____ .	1
		____
	Total Points	

UNIT IV

LESSON B: CLASSROOM PROCEDURE 3 Name _____

OEK AND OCCUSCAN TEST

1. The OEK has 4 parts. These are: 4

   a. c.

   b. d.

2. The briefs are arranged in _____ order. 1

3. The 400 briefs are divided into _____ sections. 1

4. The number at the left of each title in the index is the number of the _____ 1

5. The briefs include what information concerning occupations. 4

   a. c.

   b. d.

6. There are _____ Job Family booklets in part two. 1

7. Four of the booklet titles are: 4

   a. c.

   b. d.

8. The third part contains eight _____ Series booklets. 1

9. Four of the areas covered in the series are: 4

   a. c.

   b. d.

10. When using the Occuscan, besides the master sheet, you need to lay down a sheet for each of the following: 4

    a. c.

    b. d.

11. The _____ numbers are the ones that refer to jobs in which you should be interested. 1

26

UNIT IV

LESSON R: CLASSROOM PROCEDURE 3 Name _____

OCCUPATIONAL GUIDANCE BOOKLETS TEST

1. How is the index to these booklets arranged? What do you use it for? 2

2. Listed after the occupation in the index there are three numbers. What do they represent? 3

   a.

   b.

   c.

3. There are _____ units. 1

4. There are _____ volumes in each unit. 1

5. There are _____ occupations found in each _____. 2

6. List 4 topics of information to be found about each occupation. 4

   a.

   b.

   c.

   d.

TOTAL POINTS 13

UNIT IV

LESSON B: CLASSROOM PROCEDURE Name _____

WIDENING OCCUPATIONAL ROLES KIT TEST
(Old Edition)

1. Name the 3 sections into which the kit has been arranged. Then by each section list the color that goes with that section. 6

   a.

   b.

   c.

2. In the WORK KIT each job is classified according to the interest that is generally considered to be the _____ one. 1

3. Explain the 3 educational levels and how to identify them on the Occupational Briefs. 6

   a.

   b.

   c.

4. Within the various color and educational groupings, the briefs are arranged in _____ order. 1

5. Is there an Index in the front of the Kit? 1

6. List 3 kinds of facts which are given about each job.

   a.

   b.

   c.

TOTAL POINTS 18

UNIT IV

LESSON B: CLASSROOM PROCEDURE 3 Name _____

W.O.R.K. TEST
(New Edition)

		Points
1.	There are _____ briefs in the kit.	1
2.	They are arranged in _____ and _____ order.	2
3.	There are eleven items of information on the back of each brief. List six of them.	6
	1. 4.	
	2. 5.	
	3. 6.	
4.	The _____ contains short summaries of 300 major jobs.	1
5.	There are _____ Junior Guidance Series booklets.	1
6.	The Work Scope is designed to help you find _____ that interest you.	1
		12 pts.

UNIT IV

INTRODUCTION TO THE WORLD OF WORK

LESSON C: WHAT IS A JOB

BEHAVIORAL OBJECTIVE:

Each student will name and define at least seven job characteristics.

MATERIALS:

"What is a Job? SVE filmstrip, A778-3
Job Characteristics Worksheet, transparency
Job Characteristics Worksheet, two copies for each student
Filmstrip Projector
Overhead Projector
Career Kits

CLASSROOM PROCEDURES:

1. Show the filmstrip, "What is a job? and discuss the following questions along with the filmstrip:

   a. Name some occupations dealing with people, with things, and with ideas.

   b. What differences might there be in jobs available in cold places rather than hot places?

   c. What differences might there be in jobs available in dry or wet places?

   d. How can we be sure that there will always be someone trained and willing to do the jobs needed by society?

   e. Why might choosing a job in this country be different than choosing a job in India, Russia, and Africa?

   f. Do you think everyone should be free to choose his own job?

   g. What are the characteristics of a job mentioned in the filmstrip?

2. Pass out the "Job Characteristics Worksheet." Using the overhead projector and transparency work through a specific job with the class having them fill in a practice sheet. Then have each student select a job of his own choice and fill out another worksheet using the Career Kits.

3. List the job characteristics on the board. (Education and training, earnings and benefits, working conditions, possible restrictions, location of jobs, supply and demand, temperament, abilities required, licensing, unions, organizations, nature of the work.) Divide the students into groups and have each group select one job characteristic and prepare a presentation on that characteristic to the class. The presentation should define the job

characteristic and tell why it is important to consider when looking at jobs. Suggest using a bulletin board, charts, an oral report, etc.

4. Have each student list at least seven job characteristics and tell why they are important to consider when looking at jobs.

EVALUATION:

Student will participate in group activities defining job characteristics and will specifically name and define seven job characteristics.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Invite a representative from a local employment office to discuss supply and demand in jobs.

2. Invite a representative of a local union and a representative of a professional organization to describe the history, need, purposes, advantages and disadvantages of their respective groups.

3. The Utah Department of Employment Security, 174 Social Hall Avenue, Salt Lake City, Utah 84111, has the following material available:

   "Selected Occupations and Their Training Requirements for the State of Utah"

   "Average Annual Job Openings in Utah, 1970-1975"

   "Data on 7,955 Occupations in 87 Industries"

UNIT IV

LESSON C: CLASSROOM PROCEDURE 2 Name _____

JOB CHARACTERISTICS WORKSHEET
(What You Think About When Considering a Job)

1. Job Title - What is the job called?

2. Nature of Work - What does the worker do on his job?

3. Location of Job - Where does he work?
   - ___ in the city
   - ___ in the country
   - ___ in the desert
   - ___ on the seashore
   - ___ in a hot climate
   - ___ in a cold climate
   - ___ other _____

4. Education and Training - What education or training does he need?
   - ___ high school
   - ___ technical school
   - ___ college
   - ___ apprenticeship
   - ___ on-the-job training

5. Earnings and Benefits - How much does he earn?
   - beginning salary _____
   - top salary _____
   - sick leave _____
   - paid vacations _____
   - health insurance _____
   - retirement _____

6. Hours - What are his hours?

7. Working Conditions - Under what conditions does he work?
   - ___ noisy ___ quiet
   - ___ cluttered ___ neat
   - ___ dirty ___ clean
   - ___ dangerous ___ safe
   - ___ sitting ___ standing
   - ___ traveling ___ walking
   - ___ other _____
   - ___ must he meet deadlines,
   - ___ can he work at his own speed
   - ___ variety ___ sameness
   - ___ alone ___ with others
   - ___ in heat ___ in cold
   - ___ in normal temperature

8. Abilities Required - What abilities does he need?
   - ___ physical
   - ___ mental
     - ___ in speaking
     - ___ in math
     - ___ in making decisions
   - ___ special
   - ___ mechanical
   - ___ musical
   - ___ artistic
   - ___ other _____

9. Temperament - What personality traits should he have?
   - ___ sociable - likes to be with people
   - ___ other people like him
   - ___ full of energy
   - ___ careful about details
   - ___ never gives up
   - ___ able to convince people
   - ___ other _____

10. Supply and Demand - Can he easily find work or are there many others wanting the same job?

11. Licensing, Unions, Organizations - Will he have to have a special certificate or license? Will he have to belong to a special organization or union?

12. Possible Restrictions - Will he be limited in getting the job by any of the following?

___ age
___ sex (men only, women only)
___ race (color) or nationality
___ height
___ weight
___ physical handicap
___ personal appearance
___ marital status (single or married)
___ physical strength
___ other _____

UNIT IV

INTRODUCTION TO THE WORLD OF WORK

LESSON D: JOB FAMILIES

BEHAVIORAL OBJECTIVE:

Students will participate in activities introducing job families to the class.

MATERIALS:

"What are Job Families?" SVE Filmstrip, A 778-4
Filmstrip projector
Job Families Word Search, one copy for each student
Interest in Job Families, one copy for each student (portfolio)
Job Family Squares, one copy for each student

CLASSROOM PROCEDURES:

1. Illustrate what a job family is by setting up a model in the classroom. Select several students and give them all the same family name. Let them each retain their given name. This establishes the family. Now substitute a job family name for the family name. (Construction) Substitute specific jobs from that job family for their given names. (Carpenter, Bricklayer, Welder, etc.) Introduce each one, "I'd like you to meet Carpenter Construction, and this is his brother, Bricklayer Construction." Have the students group themselves and form job families. They should then introduce themselves to the class by job and family name. Suggest other "first" names and try to fit them into the right families.

2. Show the filmstrip, "What are Job Families," and discuss the questions in the filmstrip. What are some ways job families are formed?

3. Hand out the "Job Families Puzzle" and have the students work on it.

4. Give out "Interest in Job Families" and define any job family which is not clearly understood. Have the students fill it out indicating job families that seem interesting to them. (This will be included in the student's portfolio.)

5. Divide the students into small groups and have them select a job family. Give them time to look up different jobs included in that family and prepare a short introduction of the family to the class using visual aids or any other interesting method.

HOME-COMMUNITY ACTIVITY:

Hand out "Job Family Squares." Instruct the students to complete and return their copy for a grade.

EVALUATION:

Each student will list at least two jobs for each job family.

UNIT IV

JOB FAMILIES PUZZLE

LESSON D: CLASSROOM PROCEDURE 3 Name _____

Directions: Hidden in the puzzle are two occupations for each of the job families listed below. Circle them in the puzzle and write each under the job family to which it belongs.

T F A R M E R Y A C R E R E P O R T E R B
Q I Z G D H Q Y R O D K J N E I W Y T S O
D L E H I X C B H M N L D I F R L U Z B F
G E U H S N W T K G I K L M O C A O B R N
O C O R C P U P S Y C H O L O G I S T I P
L L W V J A Z R A N A M R E H T A E W C S
F E K T O J G E S A L E S M A N V B X K C
P R F P C C A R P E N T E R J U G L R L M
R K A O K Q Z T R U C K D R I V E R E A A
O L R L E M I R E T S I M E H C E E H Y C
E S E K Y M P R S L I F E G U A R D P E H
C T S U S R R E K R O W L A I C O S A R I
E E T W G N A N H K X J N N F M L V R R N
O E R Q E Q V T F G C K Y A J Z J C G O I
T L A P O L I C E M A N O M Y E B G O T S
I W N R L T L D M R I D V E T A O U N B T
Q O C R O B A A D O C T O R C U W E A G I
N R H A G P X I J N O E S O M B P G E I Z
I K E Z I S Y E T G O R S T D N V J C W C
S E R M S T R E S S K B L S Z F O S O A A
T R A R T I S T Q K Y X G F I R E M A N W

1. Agriculture
   1.
   2.
2. Business and Office
   1.
   2.
3. Health
   1.
   2.
4. Public Service
   1.
   2.
5. Environment and Natural Resources
   1.
   2.
6. Communication
   1.
   2.
7. Recreation and Leisure
   1.
   2.
8. Manufacturing
   1.
   2.
9. Marketing
   1.
   2.
10. Science
    1.
    2.
11. Personal Services
    1.
    2.
12. Construction
    1.
    2.
13. Transportation
    1.
    2.
14. Fine Arts
    1.
    2.

TEACHER KEY - JOB FAMILIES PUZZLE

Agriculture - farmer, rancher

Business and Office - secretary, file clerk

Health - nurse, doctor

Public Service - policeman, fireman

Environment and Natural Resources - geologist, weatherman

Communication - disc jockey, reporter

Recreation and Leisure - life guard, golf pro

Manufacturing - steel worker, machinist

Marketing - salesman, store manager

Science - chemist, oceanographer

Personal Services - social worker, psychologist

Construction - carpenter, bricklayer

Transportation - truck driver, pilot

Fine Arts - artist, author

UNIT IV

LESSON D: CLASSROOM PROCEDURE 4

Name _____
Portfolio _____

INTEREST IN JOB FAMILIES

	Interested	Not Interested	Don't Know
Agriculture	_____	_____	_____
Business and Office	_____	_____	_____
Health	_____	_____	_____
Public Services	_____	_____	_____
Environment and Natural Resources	_____	_____	_____
Communication	_____	_____	_____
Recreation and Leisure	_____	_____	_____
Manufacturing	_____	_____	_____
Marketing	_____	_____	_____
Science	_____	_____	_____
Personal Services	_____	_____	_____
Construction	_____	_____	_____
Transportation	_____	_____	_____
Fine Arts	_____	_____	_____

UNIT IV

LESSON D: HOME COMMUNITY ACTIVITY Name _____

JOB FAMILY SQUARES

Instructions: Fill in the blank squares below. The words must begin with the letter heading each column and must fit the Job Family at the left. (Use the "yellow pages" if necessary.)

	C	A	R	E	E	R
Business & Office	(Example: Clerk)					
Health						
Construction						
Communi-cations						

UNIT IV

LESSON D: JOBS, JOBS, JOBS

BEHAVIORAL OBJECTIVE:

Each student will broaden his outlook on jobs by exposure through various activities and media.

MATERIALS:

Occupation List, one for each student.
Rules for "What's My Line."
Job Interview Questions, one copy (or more) for each student.
Researching Jobs Worksheet: 8 to 10 copies for each student portfolio.
Field Trip, several copies for each student portfolio.
Films (See Educator's Guide to Free Guidance Materials.)

NOTE: The objective of this lesson is to give students a look at a variety of jobs. Due to the nature of several of the activities, parts of this lesson will most likely be carried out throughout the semester rather than confined to several days at this point.

CLASSROOM PROCEDURES:

1. Hand out the "Occupational List" and have the students work through it according to the instructions. This list may be used often to help students obtain ideas for research.

2. Have the students begin to explore job briefs in the various kits using "Researching Jobs." This activity could be continued for several weeks, interspersed with other activities. (These will be included in the student's portfolio.)

3. Show films. Many excellent 16mm films are available on various occupations. Order as wide a variety as possible and show them throughout the semester. Coordinate this with other teachers in the school to avoid duplication.

4. Have the students write for free materials on various jobs in which they may have an interest. Addresses can be found in the career kits.

5. Assign the students to work in groups to make bulletin boards or posters on specific jobs.

6. Have the students play "What's My Line." (See "Rules for What's My Line.") You may wish to divide the students into groups and have a round robin. Tell them to look up an unusual occupation and clear it with you to avoid duplication. Have the students research if necessary to become familiar with the job.

7. Invite 9th graders, who have had an outstanding "on-the-job" experience, to come to class and report on their experience.

8. Have the students give interesting presentations on jobs in the 8th grade classes in the various related subject areas.

HOME-COMMUNITY ACTIVITY:

1. Ask the students to invite parents or others, who have occupations, to come and tell about their work. Better response might be obtained by sending a letter home explaining the purpose of having the guest speakers visit the school and with some suggestions of points to cover. (It might be well to have the students prepare in advance questions they want to ask to get the information desired.) You may want to have some students advertise the presentations by posters and announcements at school and invite other interested students and classes.

2. Conduct field trips to various industries and technical schools in the community. (Hospital, dairy, newspaper, manufacturing company, bank, post office.) Have the students fill out a "Field Trip Form." This will be included in the portfolio.

3. Assign students to interview one or more people who hold a full time job, and to write a report or make a tape recording of their interview. (See "Job Interview Questions.") You may want to suggest that the student visits the place of employment and spends a certain amount of time on the job.

4. Encourage the students to read the various fiction and non-fiction books in the school library which deal with different careers. Give extra credit for book reports, or require that each student read at least one career related book during the semester.

EVALUATION:

Students will participate in the activities and hand in reports of various jobs.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

Have a school-wide Career Day working under the direction of the administrators and counselors. The following is a suggested plan for a Career Day.

Preliminary Planning

At a faculty meeting set a date for the Career Day and assign each member of the faculty to prepare three periods of job related activity. These can be one activity repeated three times or two or three different activities, and could include a resource person, films, a slide presentation, a demonstration, etc. Set a deadline when the teachers will be required to submit their finalized arrangements. Have them display a poster on their door describing their presentations. Have one person coordinate the Audio Visual equipment that will be required.

Student Sign-up

Each teacher should decide how many students he can accommodate during each period. Some may wish to schedule the auditorium or gym in order to have larger groups.

At a specified time (perhaps the last 15 minutes of a day) have the students take a registration card to the teachers and sign up for three activities of their greatest interest or curiosity. The teachers should initial the card and make a list of those signing up. As each section is filled, the teachers will have to turn away the overflow. When the cards are completed, they should be

returned to the homeroom teacher who will in turn be sure that all of his students are properly registered. Allowance must be made for re-scheduling students who were not able to get what they wanted or were absent during the sign-up. The registration card should have the student's name, and then list periods 1, 2, and 3, the presentation name, room number, and teacher's initials. This might be prepared in duplicate, one copy for the homeroom teacher, and one for the student to be admitted to the class.

Sample Schedule

CAREER DAY

November 15, 1973

TEACHER	ROOM	PERIOD I 12:30	PERIOD II 1:20	PERIOD III 2:10
Warnick	22	Postal Service	Forest Ranger	Dental Surgery
Fielding	30	Industrial Math	Banking	Car Dealer
Terry	7	Stewardess	Model	Day-Care Center
Liechty	9	Disc Jockey	Disc Jockey	Newspaper Careers

UNIT IV

LESSON E: CLASSROOM PROCEDURE 1 Name _____

OCCUPATION LIST

Read through the list of occupations. If you are STRONGLY interested in a job, CIRCLE IT. If you definitely would NOT BE INTERESTED in a job DRAW A LINE THROUGH IT. If you don't know what a job is about be sure to find out before you pass it up. It may be just what you are looking for. IF YOU ARE NOT SURE DO NOT MARK THE JOB.

Chemical Engineers
Civil Engineers
Electrical Engineers
Mechanical Engineers
High School Teachers
Home Economists
Industrial Designers
Interior Designers and Decorators
Lawyers
Public Librarians
Bank Workers
Cashiers
Hotel Service Workers
Floor Covering Installers
Messenger and Office Boys
Bookkeeping Machine Operators
Duplicating Machine Operators
Postal Clerks
Secretaries and Stenographers
Telephone Operators
Bakers
Bricklayers
Carpenters
Custom Tailors and Dressmakers
Electricians
Fur Industry Workers
Instruments Makers
Telephone and Telegraph Linemen
Photoengravers
Machinists
Airline Pilots
Medical Technologists
Draftsmen
Optometrists
Commerical and Industrial Photographers
Dieticians
Foreign Service Workers
Social Scientists
Aerospace Industry Manufacturing Workers
Iron and Steel Workers
Opticians
Plumbers and Pipefitters
Compositors and Printing Pressmen
Agricultural and Home Economics Extension Workers
Credit Workers
Purchasing Agents
Professional Athletes
X-Ray Technicians
Dental Hygienists
Elementary School Teachers
Display Workers
Farm Laborers
Cattlemen
Dairy Farmers
Fruit Growers
Fur Farmers
Bank Officers
Poultrymen
Vegetable Farmers
Fishermen
Foresters
Coal Miners
Firemen
Merchant Seamen
Police
FBI Agents
Bookbinders
Long-Distance Truck and Bus Drivers
Cannery Workers
Cleaning and Dyeing Workers
Service Station Workers
Accountants
Actors and Actresses
Advertising Workers
Architects
Commercial Artists
Chemists
Clergymen
Dentists

Newspaper Editors
Registered Professional Nurses
Pharmacists
Physicists
Physical Therapists
Recreation Workers
Social Workers
Automobile Manufacturing Workers
Clothing Manufacturing Workers
Automobile Mechanics
Painters and Paperhangers
Sheet Metal Workers
Credit Collectors
Shorthand Reporters
Executives
City Managers
Theater Managers
Travel Agency Workers
Traffic Managers
Building Service Workers
Foundry Workers
Longshoremen and Stevedores
Meat-Packing Workers
Policewomen
Shoe Manufacturing Workers
Laborers
Warehouse Workers
Automobile Salesmen
Beauty Operators
Bookshop and Bookstore Workers
Salesmen–Manufacturers and Wholesalers
Cooks and Chefs
Department Store Salespeople
Food Store Workers
Insurance Agents
Licensed Practical Nurses
Airline Stewardesses
Aluminum Industry Workers
Automatic Vending Routemen
Frozen Food Industry Workers
Furniture Manufacturing Workers
Plastics Industry Workers
Public Utility Workers
Blacksmiths
Operating Railroad Workers
Rubber Industry Workers
Upholsterers
Biochemists
Funeral Directors and Embalmers
Performing Musicians
Personnel Workers
Physical Education Teachers
Physicians
Psychologists
Teachers of Exceptional Children
Veterinarians
Vocational Rehabilitation Counselors
Packaging Manufacturing Workers
Zoologist
Statistical Workers
Geologists
Kindergarten and Nursery School Teachers
Special Librarians
Air Conditioning Technicians
Diesel Mechanics
Petroleum Exploration and Production Workers
Structural Clay Products Manufacturing Workers
Lumberman
Cartoonists
Fashion Designers
Translators and Interpreters
Medical Illustrators
Medical Record Librarians
Ophthalmologists
Osteopathic Physicians
Speech and Hearing Clinicians
Wildlife Managers
Dancers
Airplane Menchanics
Hat Manufacturing Workers
Milliners
Office Machine Servicemen
Electronic Technicians
Ship Builders
Shoe Repairmen
Taxicab Drivers
Textile Industry Workers
Tobacco Manufacturing Workers
Armed Forces
Barbers
Export and Import Workers
Federal Civil Service Workers
Securities Salesmen
Nurserymen and Landscapers
Models
Political Workers
Real Estate Agents
Cement Masons
Confectionery Industry Workers
Drug Manufacturing Workers

Ice Cream Manufacturing Workers
Glass Manufacturing Workers
Laundry Workers
Leather Manufacturing Workers
Stationary Engineers
Watch Repairmen
Cartographers
College Teachers
Geographers
Landscape Architects
Oceanographers
Tree Experts
Butchers
Metal Mining Workers
Petroleum Refinery Workers
Anthropologists
Tool and Die Makers
Jewelers
Agricultural Engineers
Ceramic Engineers
Metallurgical Engineers
Petroleum Engineers
Market Research Workers
Archaeologists
Dairy Technologists
Reporters
Medical Librarians
Soil Scientists
Millwrights
Cement Manufacturing Industry Workers
Industrial Chemical Industry Workers
Paint, Varnish, and Lacquer Industry Workers
Paper Industry Workers
Plasterers
Pottery Manufacturing Industry Workers
Musical Instrument Manufacturing Workers
Local Bus Drivers
Building Contractors
Farm Equipment Dealers
Florists
Gift Shop Owners and Managers
Hospital Administrators
Hospital Attendants
House-to-House Salespeople
Insurance Adjusters
Retail Salespeople
Variety Store Workers

Anesthesists
Athletic Coaches
Podiatrists
School Counselors
Magazine Editorial Workers
Psychiatric Social Workers
Psychiatrists
Public Health Sanitarians
Religious Vocations
Sanitary Engineers
Actuaries
Typists
Air Conditioning and Refrigeration Engineers
Fire Protection Engineers
Welders
Aerospace Engineers
Nuclear Engineers
Industrial Engineers
Mining Engineers
City Planners
Crop Scientists
Astronomers
Food Technologists
Industrial Hygienists
Museum Workers
Photographic Manufacturing Workers
Dental Laboratory Technicians
Detectives
Free Lance Writers
Key Punch Operators
Literary Agents
Receptionists
Motion Picture Projectionists
Radio and TV Announcers
Boilermakers
Bus Boys
Chemical Technicians
Clothing Store Salespeople
Correspondence Clerks
Customs and Immigration Inspectors
Data-Processing Machine Operators
Data-Processing Machine Servicemen
Driving Instructors
Employment Service Interviewers
Executive Housekeepers
Factory Inspectors
File Clerks
Film Editors
Gardeners and Groundskeepers
Geophysicists
Food Store Checkers

Home Appliance Servicemen
Instrument Repairmen
Internal Revenue Agents
Apartment House Janitors
Lathers
Microbiologists
Office Managers
Forestry Technicians
Parking Attendants
Patternmakers
Demonstrators
Power Truck Operators
Air Traffic Controllers
Radio-TV Servicemen
Industrial and Labor Relations Workers
Meterologists
Motion Picture Producers and Directors
Mathematicians
Ship Designers
Surveyors
Teletype Operators
Diary Industry Workers
Mail Carriers
Press Photographers
Household Workers
Airline Dispatchers
Waiters and Waitresses
Soft Drink Industry Workers
Non-Ferrous Metals Industry Workers
Drugstore Clerks
Airport Managers
Dental Assistants
Radio-TV Time Salesmen
Railroad Track Workers
Railroad Brakemen
Restaurant Managers
Sewing Machine Operators
Shipping Clerks
Fund Raisers
Stock Clerks
Book Editors
Private Switchboard Operators
Systems Analysts
Tape Librarians
Telephone Installers
Traffic Engineers

List here the jobs you have circled (strong interest).

UNIT IV

LESSON E: CLASSROOM PROCEDURE 2

Name _____
Portfolio _____

RESEARCHING JOBS

I. Name of job.

II. This job belongs to the _____ job family.

III. Duties and responsibilities of the job.

IV. Abilities required.

V. Personality requirements.

VI. Education or training requirements.

VII. Subjects in school that will help prepare for this job.

VIII. Earnings

IX. Working conditions.

X. Advantages.

XI. Disadvantages.

LESSON E: CLASSROOM PROCEDURE 6

RULES FOR "WHAT'S MY LINE?"

For Contestant

1. Choose an occupation.
2. Give to the panel moderator a brief, written, description of what kind of work a person in this occupation would do, salary, working conditions, location of job, and education and/or training required.
3. You may answer panel's questions only with a "yes," "no," "maybe," or "I don't know." If you have a question as to the correct answer to give to the panel, you may converse with the panel moderator.
4. You must tell the truth.

For Panel

1. Take turns asking questions of the contestant which require only a "yes," or "no" answer.
2. The entire panel may only ask a total of 20 questions.
3. You are attempting either to discover the title of the job or to briefly describe the type of work being done.
4. If you cannot think of an appropriate question, you may pass and give your turn to the next panel member.
5. It may help the panel discover the occupation if they will begin asking broad questions and then become more specific. For example:

"Do you work more indoors than outdoors?" "Yes"
"Do you work only indoors?" "Yes"
"Would your work be done more in the city than the country?" "Yes"
"Is your work very creative?" "No"
"Would you earn less than $10,000 a year, starting salary?" "Yes"
"Does your work require a college education?" "Yes"
"Do you work in the clerical field?" "No"
"Medical field?" "Yes"
"A nurse?" "Yes!!"

For Panel Moderator

1. You are to see that appropriate questions are asked, and correct answers are given.
2. You are to keep track of the number of questions which have been asked. Only 20 may be asked.
3. If the panel guesses the occupation, the panel receives 10 points. If they are unable to guess, the contestant receives 10 points.
4. Keep track of the points given to each person. (Each person on the panel will receive 10 points if the panel guesses the occupation.)
5. Do not allow the panel to take too much time trying to think of questions.

UNIT IV

LESSON E: HOME–COMMUNITY ACTIVITY 2

Name _____
Portfolio _____

FIELD TRIP

Date _____

Class _____
Subject

Teacher _____

Purpose _____

_____

_____

_____

Highlights of experience:

1. _____
2. _____
3. _____

Evaluation:

- ☐ 1. Excellent, very worthwhile.
- ☐ 2. A good experience.
- ☐ 3. Fairly good. Should be improved.
- ☐ 4. Poor - not worthwhile.

UNIT IV

LESSON 5: HOME–COMMUNITY ACTIVITY 3 Name _____

JOB INTERVIEW QUESTIONS

Interview an adult, perhaps one of your parents or a neighbor, concerning his or her job. The questions on this record sheet may be used as an outline for the interview.

What is the title of your job?

What do you do in your job?

What mental abilities do you need?

What physical skills do you need?

What kind of personality does it require?

What interests are involved?

How did you prepare for your job (education and training)?

What school subjects have been most useful to you?

What are some of your working conditions?

What are some things you like about your job?

What are some things you dislike?

What is the beginning salary jobs?

What are some related jobs?

When you have filled out the spaces above, describe how you think you would feel if you had this job. Give your reasons.

UNIT V

SELF ANALYSIS FOR CAREER SELECTION

LESSON A: SUMMARY OF LEARNING ABOUT SELF AND OTHERS

BEHAVIORAL OBJECTIVE:

Each student will review the main concepts of Unit III, Learning About Self and Others, by participating in a summary exercise.

MATERIALS:

Review Quiz, one copy for each student.

CLASSROOM PROCEDURE:

1. Have the students take the "Review Quiz." Score it in class and discuss the various concepts of Unit III, Learning About Self and Others, to refresh their memories.

EVALUATION:

The students will refresh their memory of concepts from Unit III by taking and discussing the review quiz.

UNIT V

LESSON A: CLASSROOM PROCEDURE Name _____

REVIEW QUIZ

(2 pts.) 1. Name the two basic types of needs:
a.
b.

(3 pts.) 2. Identify what kind of need is not being fulfilled in each situation.
a. Jane's parents are never home. She has a hard time making friends because she feels insecure. _____
b. Fred is usually the last one chosen for any team game. He wants to transfer out of P. E. _____
c. Nelda has a hard time concentrating in school because she never gets enough to eat at home. _____

(3 pts.) 3. Name 3 of the steps necessary to explore a value.
a.
b.
c.

(1 pt.) 4. Name one value that is of importance in your life: _____

(2 pts.) 5. What is personality?

What is character?

(3 pts.) 6. What are the three basic types of reactions?
a.
b.
c.

(2 pts.) 7. Name the type of reaction shown in each of the following situations:
a. When Mary Lou doesn't understand the assignment, instead of asking questions, she reads a book. _____
b. Hank wants to go on a bike ride with his friends, but he has to do chores first. He and his mother decide that he can go if he does half of his chores now and half when he gets home. _____

(1 pt.) 8. T/F One-way communication is better than two-way communication.

(1 pt.) 9. T/F We can communicate without actually talking or writing.

(2 pts.) 10. Do you think that everyone has the same abilities? Explain.

(2 pts.) 11. Name two kinds of abilities people have.
a.
b.

(2 pts.) 12. What effect do your interests and hobbies have on your future job possibilities?

UNIT V

SELF ANALYSIS FOR CAREER SELECTION

LESSON B: PERSONALITY, COMMUNICATION AND CAREERS

BEHAVIORAL OBJECTIVE:

Each student will analyze personality and communication as they apply to job success.

CLASSROOM PROCEDURE:

1. List, with the help of the class, good personality traits on one side of the chalkboard and poor personality traits on the other side. Divide the class into groups of four or five students. Give each group a specific career (or let the members of the group choose their own career). Each group will make and perform two skits for the class. The first skits will show how good personality traits help an employee succeed in the job and the second skits will show how poor personality traits can affect employee success. At the conclusion of each set of skits, discuss with the class the good and poor personality traits presented.

2. List on the board 10 jobs. Have the students discuss which of the jobs required communicaton and how communication relates to all jobs and success achieved in those jobs.

3. Have some students take the role of an employer, such as a principal, mayor, police chief, contractor, farmer, store manager, IRS agent, restaurant owner, etc. Have other students bring complaints to these people. Tell the employers that they are to resolve the problems by trying to communicate successfully with these angry, frustrated, disappointed people. Discuss the importance of communication in handling problems.

EVALUATION:

The students will participate in various skits, role-playing situations and discussions to demonstrate the necessity of good personality traits and communication skills in job success.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Use role playing situations to point out how different personalities affect success on the job.

   a. Choose: 2 nurses, several mothers and children who are in the waiting room of a pediatrician. Tell one nurse to ignore the waiting patients, then to grab a child and jerk him, bawling to the doctor, telling him to shut up. Tell the other nurse to soothe the child speaking in kind tones. Ask the mothers and children to react to both nurses.

   b. Choose 2 store clerks and various customers. One clerk is courteous, polite and willing to help. The other is disagreeable, cross, impatient and uncooperative. Ask for reactions to both clerks.

2. List job situations similar to those in number one on a sheet of paper and have the students individually analyze them in writing.

3. Discuss situations where lack of communication has caused loss of time, money and even life.

UNIT V

SELF ANALYSIS FOR CAREER SELECTION

LESSON C: ABILITITES, INTERESTS, HOBBIES AND CAREERS

BEHAVIORAL OBJECTIVE:

The students will analyze how abilities, interests and hobbies apply to job selection.

MATERIALS:

Matching Abilities to Jobs, one copy for each student.
Tab the Job, one copy for each student.
Occupational Interest Inventory, by Edwin A. Lee and Louis P. Thorpe, published by the California Test Bureau, Monterey, California, 1956 or another interest inventory. One booklet and answer sheet for each student, scoresheets and directions for the teacher.
Interpretation of the Occupational Interest Inventory, one copy for each student.

CLASSROOM PROCEDURES:

1. Hand out "Matching Abilities to Jobs" and ask the students to fill it out. Help them with definitions on the first part. For Part II have them refer to "Things I Do Well," in Unit 3, Lesson F.

2. Have the students work on "Tab the Job." Discuss the jobs and interests as Students could help score the inventory. Use the "Interpretation of the Occupational Interest Inventory" to help the students evaluate the results and discover several job possibilities they might consider in the future.

4. List on the board, with the student's help, people whose hobbies have led to careers, such as Orem Cycle, Miller Ski, McFadden's Pies. Discuss how a hobby can lead to a career. Have the students suggest possible jobs that might develop out of their own hobbies. If possible, have a person whose hobby has led to a career, talk to the class or plan a field trip to one of the suggested businesses.

EVALUATION:

The student will use the Interest Inventories, worksheets and participate in discussions which relate their interest, hobbies and abilities to the world of work.

UNIT V

LESSON C: CLASSROOM PROCEDURE 1 Name _____

MATCHING ABILITIES TO JOBS

List 3 or more abilities from Column I which a person will need to succeed in the jobs listed in Column II. Write the numbers of the abilities in the blanks in Column II.

COLUMN I Abilities					COLUMN II Jobs
1. Physical strength	____	____	____	____	a. Teacher
2. Follow instructions	____	____	____	____	b. Doctor
3. High intelligence	____	____	____	____	c. Engineer
4. Get along with people	____	____	____	____	d. Artist
5. Pleasing appearance	____	____	____	____	e. Bookkeeper
6. Patience	____	____	____	____	f. Store Clerk
7. Good muscle coordination	____	____	____	____	g. Service Station Attendant
8. Dependable	____	____	____	____	h. Custodian
9. Likes to serve others	____	____	____	____	i. Hairdresser
10. Mechanical reasoning	____	____	____	____	j. Firemen
11. Attends to details	____	____	____	____	k. Farmer
12. Likes responsibility	____	____	____	____	l. Mechanic
13. Good team worker	____	____	____	____	m. Heavy Equip. Operator
14. Musically inclined	____	____	____	____	n. Carpenter
15. Good with numbers	____	____	____	____	o. Musician
16. Artistic	____	____	____	____	p. Barber
17. Imaginative and creative	____	____	____	____	q. Race Car Driver
18. Likes to lead others	____	____	____	____	r. Sports Writer

List your own abilities in Column 3. In Column 4, list some jobs from Column 2 that you could do with your abilities. Match your abilities with the jobs in Column 4 by writing the numbers from Column 3 in the blanks.

Column III My Abilities					Column IV Jobs I Could Do
1.	____	____	____	____	1.
2.	____	____	____	____	2.
3.	____	____	____	____	3.
4.	____	____	____	____	4.
5.	____	____	____	____	5.
6.					
7.					
8.					
9					
10.					

UNIT V

LESSON C: CLASSROOM PROCEDURE 2 Name _____

TAB THE JOB

Directions: See if you can list the jobs according to the interests on which they are based. Some may not be used and some may be used in more than one category.

Physical Therapist
Barber
Accountant
Electrician
Police Officer
Carpenter
Telephone Linesman
Guard
Mayor
Draftsman
Roofer
Engineer
Recreation Director
Wildlife Manager
Grocer
Automobile Salesman
Waitress
Cook
Motel Operator
Guide
Steelworker
Crane Operator

Biologist
Hairdresser
Physicist
Miner
Mechanical Engineer
Bricklayer
Counselor
Typist
Geologist
Sheepherder
Office Manager
Baker
Principal
Rancher
Civil Engineer
Gas Station Attendant
Laboratory Technician
Truck Driver
Army Personnel
Professor
X-ray Technician
Pharmacist

Author
Banker
Script Writer
Sewing Machine Operator
Cabinet Maker
Landscape Architect
Insurance Agent
Construction Worker
City Planner
Cement Mason
Heavy Machine Operator
Warehouseman
News Carrier
Accountant
Machinist
Surveyor
Musician
Assessor
Seamstress
Highway Engineer
Oceanographer
Psychologist

Lumberjack
Mechanic
Teacher
Tailor
Painter
Lawyer
Chemist
Nurse
Farmer
Salesman
Doctor
Architect
Presser
Flagman
Pilot
Cashier
Plumber
Postman
Fireman
Cowboy

Works out of doors	Works with hands	Works with people	Works solving problems

UNIT V

LESSON C: CLASSROOM PROCEDURE 3

INTERPRETATION OF THE OCCUPATIONAL INTEREST INVENTORY

I. Fields of interest - Major skills less than 70th percentile - Rejected skills greater than 30th percentile.

A. Personal-Social: People scoring high in this area like people and have a real desire to help others. Major occupations are 1)Domestic service 2) Personal service 3) Social service 4) Teaching 5) Law and law enforcement 6) Health and medical service (counseling, instruction, protection.)

B. Nature interests and activities of an outdoor nature are found in this field. Major jobs are: 1) Farming and ranching 2) Raising and caring for animals 3) Gardening and greenhouse care 4) Fish and game 5) Lumber and forestry (Raising animals and foods, conservation, and mining.)

C. Mechanical--Like to take things apart and put them back together. Curious about motors and machines. Major jobs are 1) Maintenance and repair 2) Machine operation and tending 3) Construction work 4) Designing 5) Bench work and crafts (Manufacturing, building, construction, and repair.)

D. Business: Interest in anything to do with the business world. Major jobs are: 1) Clerical 2) Shipping and distributing 3) Bookkeeping 4) Accounting 5) Selling and buying 6) Training 7) Management (Banking, secretary, finance, selling.)

E. Arts: Desire to add to the beauty of life as in arrangement of furniture, flowers, landscapes, sound, etc. Major jobs are: 1) Arts and crafts 2) Painting 3) Design 4) Decorating and landscaping 5) Radio and T.V. 6) Musical performance (music, drama, literature, art.)

F. Sciences: Desire to understand and change our environment, like to experiment. Major jobs are: 1) Lab work 2) Mineral-petroleum production 3) Applied chemistry 4) Chemical research 5) Bilogical research 6) Scientific engineering.

II. Types of Interests

A. Verbal interests: Words are used, either written or spoken to successfully express or communicate ideas.

B. Manipulative interests: Enjoy working with the hands to create or repair things.

C. Computational interests: Work involving the use of number symbols and ideas. Work with numbers in financial, scientific or other pursuits.

III. Level of Interests

A. Low: Routine tasks.
B. Medium: Tasks requiring considerable skill.
C. High: Tasks requiring expert knowledge, skill or knowledge.

Adapted from Junior High Career Guidance Curriculum,
Student-Centered Occupational Preparation and Exploration,
Utah State Board of Education, 1972, page 535.

UNIT V

SELF ANALYSIS FOR CAREER SELECTION

LESSON D: VALUES AND CAREERS

BEHAVIORAL OBJECTIVE:

Each student will determine his strongest work values and relate them to jobs.

MATERIALS:

Values Inventory, one copy for each student.

CLASSROOM PROCEDURE:

1. Discuss work values. Who do you think has the most important job in your town? What makes his job so important? What job do you think requires the most education? Would you be willing to go to school that long? Would you enjoy working under the pressure of constant deadlines, as a cartoonist or newspaperman? What are some jobs a high school drop-out can do? Would you want to spend your life at such work? Why? Would you rather be happy and earn a moderate salary or be unhappy and earn a large salary? Would you rather work in the city or in a small town? Can you do the job you are interested in there?

2. Have the students take the "Values Inventory." You may need to define the terms. Score it by counting the number of times they checked each item, and have them rank their values from 1 to 14. (The most often selected to the least often.) Have each student list the top 5 values in the ranking. Then have them think of 3 jobs that would relate to their work values.

EVALUATION:

The students will list job possibilities for themselves based upon their top five work values which they discover through the "Values Inventory."

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

Have students fill out "Rating Work Values." Follow-up by having them list their highest rated values and list the types of jobs that would correlate with their values.

UNIT V

LESSON D: CLASSROOM PROCEDURE 2 Name _____

VALUES INVENTORY

Listed below in pairs are some work values that most people consider important in choosing a career. Mark the one of each pair which you consider most important to you. Think, but work fast. Be honest.

_____	being important	choosing where you live	_____
_____	secure job	doing work you like	_____
_____	working conditions	using your own ideas	_____
_____	making money	having leisure time	_____
_____	adventure	working on your own	_____
_____	working with people you like	free from tension	_____
_____	free from tension	helping others	_____
_____	having power	being important	_____
_____	working on your own	secure job	_____
_____	having leisure time	working conditions	_____
_____	using your own ideas	making money	_____
_____	doing work you like	adventure	_____
_____	choosing where you live	working with people you like	_____
_____	working on your own	having power	_____
_____	having leisure time	working on your own	_____
_____	using your own ideas	secure job	_____
_____	doing work you like	being important	_____
_____	choosing where you live	helping others	_____
_____	helping others	working with people you like	_____
_____	being important	free from tension	_____
_____	secure job	having power	_____
_____	working conditions	working on your own	_____
_____	making money	adventure	_____
_____	adventure	having leisure time	_____
_____	working with people you like	using your own ideas	_____
_____	free from tension	doing work you like	_____
_____	having power	choosing where you live	_____
_____	choosing where you live	making money	_____
_____	using your own ideas	free from tension	_____
_____	having leisure time	secure job	_____
_____	working on your own	being important	_____
_____	having power	helping others	_____
_____	free from tension	having leisure time	_____
_____	working with people you like	working on your own	_____
_____	adventure	having power	_____
_____	making money	free from tension	_____
_____	working conditions	working with people you like	_____
_____	secure job	adventure	_____
_____	being important	making money	_____
_____	helping others	working conditions	_____
_____	using your own ideas	being important	_____

_____	making money	working conditions	_____
_____	secure job	working with people you like	_____
_____	working on your own	doing work you like	_____
_____	helping others	being important	_____
_____	being important	secure job	_____
_____	choosing where you live	using your own ideas	_____
_____	doing work you like	having leisure time	_____
_____	using your own ideas	working on your own	_____
_____	having leisure time	having power	_____
_____	working on your own	free from tension	_____
_____	having power	working withpeople you like	_____
_____	free from tension	adventure	_____
_____	working with people you like	making money	_____
_____	adventure	working conditions	_____
_____	making money	secure job	_____
_____	working conditions	being important	_____
_____	secure job	helping others	_____
_____	being important	adventure	_____
_____	helping others	making mone	_____
_____	using your own ideas	doing work you like	_____
_____	working on your own	making money	_____
_____	free from tension	choosing where you live	_____
_____	adventure	working with people you like	_____
_____	working conditions	free from tension	_____
_____	being important	having leisure time	_____
_____	doing work you like	helping otehrs	_____
_____	having leisure time	using your own ideas	_____
_____	working with people you like	being important	_____
_____	making money	doing work you like	_____
_____	secure job	free from tension	_____
_____	helping others	using your own ideas	_____
_____	free from tension	having power	_____
_____	having power	working conditions	_____
_____	working on your own	helping others	_____
_____	having leisure time	choosing where you live	_____
_____	using your own ideas	having power	_____
_____	doing work you like	working conditions	_____
_____	choosing where you live	adventure	_____
_____	helping others	having leisure time	_____
_____	secure job	working conditions	_____
_____	working conditions	choosing where you live	_____
_____	making money	having power	_____
_____	adventure	helping others	_____
_____	working with people you like	doing work you like	_____
_____	choosing where you live	secure job	_____
_____	doing work you like	having power	_____
_____	using your own ideas	adventure	_____
_____	working on your own	choosing where you live	_____
_____	choosing where you live	doing work you like	_____

Count the number of times you checked each value and rank them, 1 being the most often selected and 14 being the least often selected.

helping others	_____	free from tension	_____
being important	_____	having power	_____
secure job	_____	working on your own	_____
working conditions	_____	having leisure time	_____
making money	_____	using your own ideas	_____
adventure	_____	doing work you like	_____
working with people you like	_____	choosing where you live	_____

List your top five work values. After each write 3 jobs that suit your values.

1.

2.

3.

4.

5.

UNIT V

LESSON D: OTHER SUGGESTED ACTIVITIES AND MATERIALS Name _____

RATING WORK VALUES

The statements below are values which are important to people in their work. Not all the values are of the same importance. Some will be more important to you than to others. Read each statement carefully and rate it from 1 to 5 according to its importance in your life.

1. VERY important
2. important
3. moderately important
4. of little importance
5. unimportant

Place the rating from 1 to 5 in the blank to the left of each statement. Begin each statement with the following words: WORK IN WHICH YOU....

_____ 1. help other people.
_____ 2. make the world more beautiful.
_____ 3. have others who look up to you.
_____ 4. have new problems to be solved.
_____ 5. have to be creative.
_____ 6. get along well with others.
_____ 7. can get advancement in pay.
_____ 8. add to the well-being of others.
_____ 9. produce items that are attractive.
_____ 10. look forward to doing different things in your job.
_____ 11. can be yourself.
_____ 12. receive pay increases to keep up with the cost of living.
_____ 13. feel you have helped others.
_____ 14. contribute original ideas.
_____ 15. have adequate lounges and rest areas.
_____ 16. have a considerate boss.
_____ 17. gain recognition in your field.
_____ 18. experiment with new things.
_____ 19. make enough money to live the way you desire.
_____ 20. can be your own boss.
_____ 21. know you are always sure of having a job.
_____ 22. plan for others.
_____ 23. decide things for yourself.
_____ 24. use artistic ability.
_____ 25. enjoy the type of life you lead.
_____ 26. have to use your head.
_____ 27. are self-employed or your own boss.
_____ 28. have to use your mental abilities.
_____ 29. act as a leader.
_____ 30. feel you are part of the group.
_____ 31. know your job will be permanent.
_____ 32. have a boss who is fair and just.
_____ 33. like the working conditions.
_____ 34. get satisfaction in your work.
_____ 35. can see you've done well by the results of your work.
_____ 36. are the boss.
_____ 37. have a reasonable boss.
_____ 38. have a way of life that you enjoy when not working.
_____ 39. can make friends with other workers.

_____ 40. know your work is considered important by others.
_____ 41. don't do the same things over and over.
_____ 42. perform varied activities.
_____ 43. have good lighting, quiet, clean, enough space, etc.
_____ 44. know the company will always provide another job for you if your job ends.
_____ 45. see your efforts bring results.

Now, check to make sure that you have rated every statement from 1 to 5.

UNIT V

SELF ANALYSIS FOR CAREER SELECTION

LESSON E: SELF ANALYSIS AND CAREERS

BEHAVIORAL OBJECTIVE:

Each student will analyze his own interests, abilities and work values, and learn the career selection method based on his own self-analysis.

MATERIALS:

Analyzing People, one copy for each student.
Self-Analysis Sheet, one copy for each student portfolio.

CLASSROOM PROCEDURE:

1. Pass out a copy of "Analyzing People" to each student. Discuss the first situation (I.) as a class and fill in the answers. Divide the students into groups of four or five students and have them analyze either situation II or III. When the groups have finished, discuss the answers as a class. Then have each student do situation IV individually as a written assignment.

2. Hand out the "Self-Analysis Sheet" and have the students work on it using information from the worksheets in previous lessons. (This will be included in the student's portfolio.) Explain to the students that they are not to choose one specific job, but that this is the process used in deciding and exploring future jobs.

EVALUATION:

The students will analyze their personalities, interests, abilities and work values as they relate to possible future job choices, and will work through the process of how to decide on a career.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Give the students a "Personal Career Tree" and ask them to follow directions in filling it out. They should write several job possibilities. If students have difficulty in suggesting jobs, have them use the Occuscan in the OEK or the Workscope in the WORK. This could also be used as a bulletin board.

2. "Choosing Your Career," Guidance Associates, Parts 1 and 2, filmstrip and record No. 100-683. (District Media Center) Evaluate personality as it relates to careers.

UNIT V

LESSON E: CLASSROOM PROCEDURE 1

ANALYZING PEOPLE

I. A. Doug has always needed extra love and attention from his parents. He needs security. He wants a job that would always be steady and secure.
B. Even though Doug is only a 'C' student in many classes, he has always liked math and always gets high grades. He even likes simple figuring that many people consider boring.
C. Doug usually gets 'C' in English, but tests show he could get 'A's' if he wanted.
D. Doug has played the drums since he was about six (6) years old. He enjoys playing the drums and plays with a rock group that travels throughout the city presenting programs.
E. Doug is generally quite friendly. He is very methodical and takes care of details.

Which of the above statements has to do with
1. Abilities _____
2. Values _____
3. Personality _____
4. Interests _____

What jobs would be good for Doug to have? (You will have two answers for one of the blanks.)

1. 2. 3.

II. A. Connie likes music. She plays piano and cello and has performed in many local musical events. She loves to practice and listen to records but she does not think she has enough talent to succeed as a professional musician.
B. Connie has done well in school but sometimes she does not care about her work. Math and science have always been easy but English and history have always been hard. The counselor said she could have more success in these classes if she was willing to work harder.
C. Connie likes to experiment with new ideas. She likes to be challenged and would be bored if she had to do the same things over and over.
D. Connie works as well with others as she works individually. She likes other people, but is upset when they do not work for perfection.
E. Connie likes to be a leader and enjoys having authority over other people.

Which of the above statements has to do with
1. Abilities _____
2. Values _____
3. Personality _____
4. Interests _____

What jobs would be good for Connie to have?

1. 2. 3.

III: A. Mike is a pleasant person. He has lots of friends and has a happy-go-lucky attitude.
B. Even though his friends help him with homework, Mike always scores near the bottom of his academic classes. His favorite school classes are shop and gym. He is always near the top of the class in gym.
C. Mike has always felt inferior to his older brother, so he wants to show his parents that he

can do well. He wants to work where he can see results and where he can really succeed in being important.

D. Mike is very well coordinated. He can fix almost anything mechanical and his friends like him to work on their bikes. Some fathers have even asked him to work on their cars.

E. Mike likes to ski in the winter.

Which of the above statements has to do with
1. Abilities _____
2. Values _____
3. Personality _____
4. Interests _____

What are some jobs which would be good for Mike to have?

1. 2. 3.

IV. A. Lenore gets straight 'A's' in every class. She writes well, she can analyze figures and she is well coordinated?

B. Lenore spends most of her leisure time reading and listening to music.

C. She has taken gymnastic lessons for only a year, but her teacher compares her to students she has had for years.

D. Lenore is very competitive and will do anything to be number one.

E. Lenore is very quiet and does not make friends easily. She would rather work by herself.

Which of the above statements has to do with
1. Abilities _____
2. Values _____
3. Personality _____
4. Interests _____

What jobs would be good for Lenore to have?

1. 2. 3.

UNIT V

LESSON E: CLASSROOM PROCEDURE 2

Name _____
Portfolio _____

SELF-ANALYSIS SHEET

1. Level of Education: I would like to go to school:
___ a. Less than 12 (Drop out)
___ b. 12 years (High School Graduate)
___ c. 13-14 years (Technical) Which area?
___ d. 16 years (College - Bachelor Degree)
___ e. More than 16 (Graduate School)

2. Interests: My strongest interests are (List those from the Occupational Interest Inventory and any others you may have):

Suggested Jobs:

a.
b.
c.
d.
e.

3. Abilities: My best abilities are (list your abilities from the "Matching Abilities to Jobs" sheet):

Suggested Jobs:

a.
b.
c.
d.
e.

4. Work Values: My highest work values are (list your 5 highest areas from the Values Inventory):

Suggested Jobs:

a.
b.
c.
d.
e.

5. Personality: My personality suggests that I would like to work:

___ a. with people
___ b. alone
___ c. other

6. Geographical Area: I would like to live (where or in what climate, etc.):

_____

7. Parents: My parents would like me to consider (what jobs):

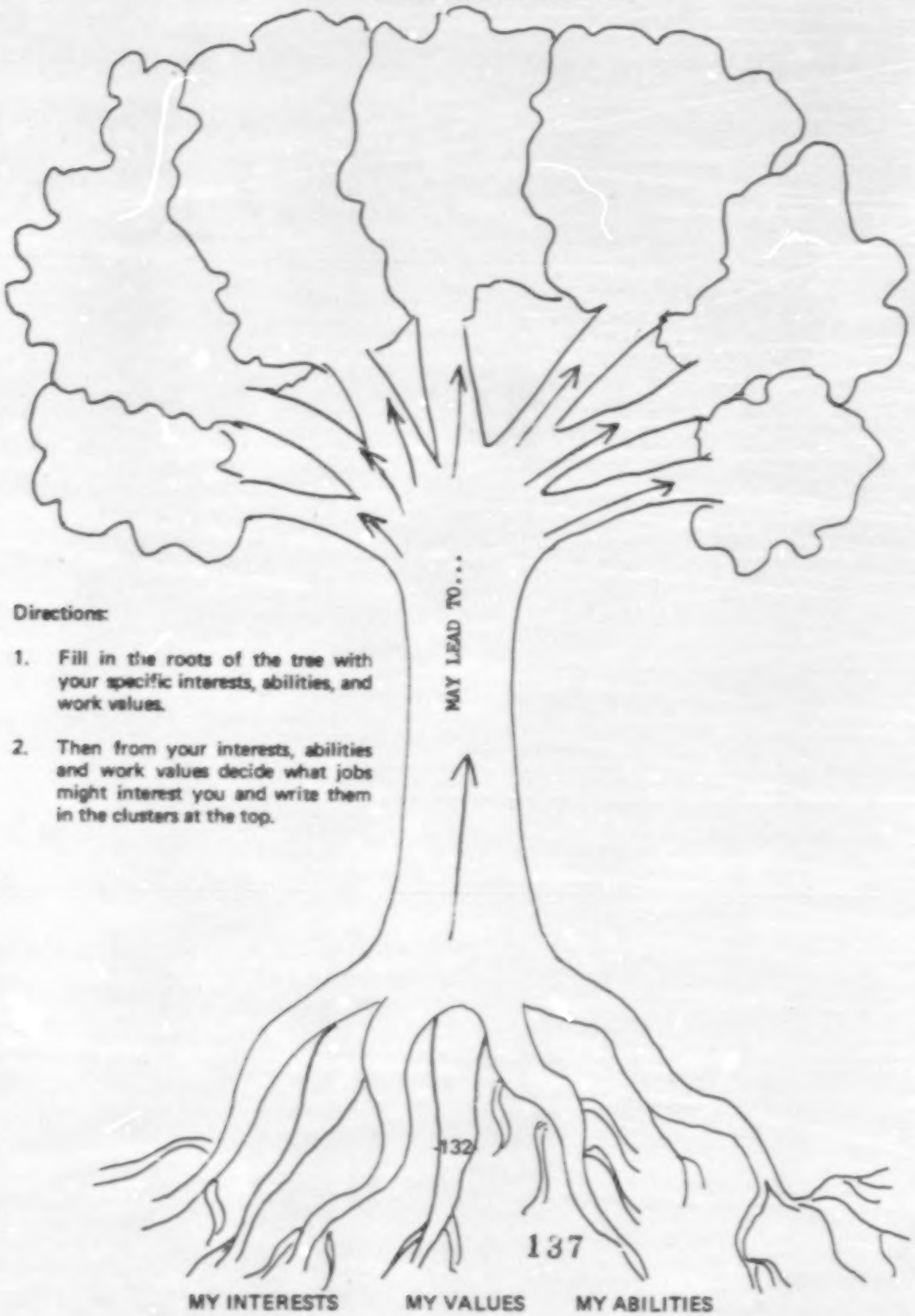
_____ _____

8. Other influences or desires concerning a career: (Indoors or outdoors, with people, ideas, or things, salary, etc.)

UNIT V

LESSON E: OTHER SUGGESTED ACTIVITIES AND MATERIALS 1. Name _____

PERSONAL CAREER TREE



Directions:

1. Fill in the roots of the tree with your specific interests, abilities, and work values.
2. Then from your interests, abilities and work values decide what jobs might interest you and write them in the clusters at the top.

UNIT VI

PERSONAL PREPARATION FOR JOBS

LESSON A: PERSONAL QUALIFICATIONS

BEHAVIORAL OBJECTIVES

Each student will evaluate his own manners, appearance, personal characteristics, and health in relation to becoming a desirable employee.

MATERIALS:

Transparency of four caricatures
Overhead projector
Appearance Rating Sheet, one copy for each student
Personal Characteristics Word Search, one copy for each student
Personal Characteristics, one copy for each student

CLASSROOM PROCEDURES:

1. Show the transparency. By the inquiry method have the students determine what each picture has to do with getting and keeping a job. (The students ask questions which the teacher answers only by "yes or no.") Transparencies represent problems in manners, appearance, personal characteristics and health.)

2. Using the same transparency, take each picture individually and ask the students what they can do to make sure they will not make the same mistakes.

3. Discuss the following questions with the students. If a stranger walked into this room, what is the first thing you would notice about him? What other ways can we learn about people? (Include such ideas as clothes, physical attributes, mannerisms, walk, stance, hands, manner of speaking, what they talk about, and what others say about them.)

4. Have students role-play various moods by assuming different postural positions. Ask them for suggestions as to which postures give what impressions. What kind of mood does your own posture suggest.

5. Hand out the "Appearance Rating Sheet" and have students complete it.

6. Hand out the "Personal Characteristics Word Search" and have the students work on it in groups. Then discuss the definitions of the words.

7. Give each student a copy of the "Personal Characteristics Sheet." Have them rate themselves in the right-hand margin and fold the margin under so it cannot be seen. Collect the sheets and redistribute them to other students. Ask these students to rank their classmates in the left-hand margin without looking at the first rating. Collect the papers again and return them to their owners. Have the students compare the ratings.

EVALUATION:

The student, through discussion and worksheets, will have determined the personal qualifications of a good employee and rated himself in appearance and personal characteristics.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Invite guests to participate in a panel discussion on good health as related to working from their point of view. (Suggested participants: School nurse, coach, recreation director, local employer or personnel director, representative of a life insurance company.) After a five minute presentation from each panel member, open it to a question and answer period for the students.

2. Have students make a bulletin board portraying good and bad appearance, manners, or personal characteristics.

3. "Good Manners at School," Eyegate filmstrip-cassette, No. 348.

4. Invite a representative from Mountain Bell to make a presentation on proper use of the telephone, followed by a question and answer session.

5. Divide the students into groups and assign each group one of the following topics. a) School Manners (Hall, assembly, classroom, sports events); b) Home Manners (Table, mutual respect, telephone); c) Social Manners (Meeting others, conversing with others, good listening); d) Manners on the Job. Have them list important or essential manners in each area. Ask each group to demonstrate (role-play) two manners, one good and one bad, from their topic.

UNIT VI

LESSON A: CLASSROOM PROCEDURE 1

"Well, waddja want? Haven't got all day."

"Oh, my achin' head!"

C. CARTER

UNIT VI

LESSON B: CLASSROOM PROCEDURE 5 Name _____

APPEARANCE RATING SHEET

	YES	NO
1. Do you take a daily bath or semi-bath?	_____	_____
2. Do you always use a deodorant?	_____	_____
3. Do you wash your hair at least once a week?	_____	_____
4. Do you brush your hair regularly?	_____	_____
5. Do you brush your teeth at least twice a day, especially after breakfast?	_____	_____
6. Do you keep your nails in good condition?	_____	_____
7. Do you change your socks daily?	_____	_____
8. Do you maintain good posture?	_____	_____
9. Is your skin clear?	_____	_____
10. Do you have any health problems?	_____	_____
11. Do you keep your shoes polished and shined?	_____	_____
12. Do you make sure your collars and cuffs are fresh and clean?	_____	_____
13. Are all rips and tears in your clothes promptly mended?	_____	_____
14. Is your choice of colors becoming?	_____	_____
15. Are all parts of your costume in harmony, i.e., shoes, shirt, pants, socks?	_____	_____
16. Are your clothes well-pressed?	_____	_____
17. Do you avoid strong cologne and after-shave lotion for school or work?	_____	_____
18. Do you present a well-groomed appearance?	_____	_____
19. Do you have habits that bother others?	_____	_____
20. Do you think an employer would be impressed by your present appearance?	_____	_____

LESSON A: CLASSROOM PROCEDURE 6 Name _____

PERSONAL CHARACTERISTICS WORD SEARCH

Find the following personal characteristics in the puzzle.

Sociable	Tactful	Self confidence	Economical
Courteous	Enthusiastic	Loyal	Judgment
Good Speech	Considerate	Intelligent	Persistence
Cooperative	Orderly	Adaptable	Patience
Initiative	Honest	Memory	Goal
Ambitious	Dependable	Vigorous	

S P E V L T E N O S U O R O G I V A T P H I L P S
D A S E L P C O N F I D E N C E R S O F I N C E L
J A U L M G V A C K S E P L I N E S M R L I M O E
I K D J E M S T R U S N U L M E Q C E G B N H E R
A D E P B N E O P R W A V T N L H O N E S T H C V
D Y W B A E T A R E D I S N O C X U P V N E V N H
A U B K L D C Z E R T I R Y F I S R O I L L N E T
P A J U D G M E N T R A A N P T S T E T U L W T S
T A C F I S O C I A B L E B R S V E W A N I N S T
A N S C E N A K L C R B A L E A M O K R V G M I S
B A V S Y T I W C T S W U L L I O U S E D E P S O
L U F T S L C M B F S W Y K B S I S O P M N E R T
E J U G U S R V F U S S A H A U L B N O G T D E P
B U T H O S T E B L N Y W I D H S P R O B M C P Y
I L K N I T L A D H U K S X N T S Y A C V N Q U T
H I L P T H N B A R I W P I E N K L F P E N D S A
T R I G I K M B C G O O D S P E E C H I L N V I S
E L E V B L A C I M O N O C E L B A T U J Y N G E
N F W S M C S S E R I L L S D N A A T Y H N C L A
E V I T A I T I N I N S W Y T L P P I A W E R X C

UNIT VI

LESSON A: CLASSROOM PROCEDURE 7 Name _____

PERSONAL CHARACTERISTICS

Here are some personal characteristics without which, though you may have ability, brains, skill, and information, you can hardly expect to succeed in competition with other people. First rate yourself in the margin on the right-hand. Then fold it under along the dotted line so it cannot be seen and hand it into the teacher. Use the following rating scale:

A-Always O-Often So-Sometimes Se-Seldom N-Never

____	1. Is SOCIABLE: Smiles a great deal; gets along with people; has a keen sense of humor.	____
____	2. IS COURTEOUS: Considerate	____
____	3. SPEECH IS EFFECTIVE: Expresses ideas clearly and convincingly; speaks distinctly.	____
____	4. IS COOPERATIVE: Helps fellow workers and customers; is willing to assume responsibility; works for the organization.	____
____	5. HAS INITIATIVE: Makes best use of time; thinks up new ideas; makes suggestions for improvement.	____
____	6. IS AMBITIOUS: Wants the business to succeed; wants to see others succeed; is a "doer," not a "dreamer."	____
____	7. IS TACTFUL: Says the right thing at the right time; does not argue; makes the other fellow feel he is doing things his way.	____
____	8. IS ENTHUSIASTIC: Is not afraid of hard work; likes people; does his job as if he owned the business.	____
____	9. IS CONSIDERATE: Makes an effort to see the other fellow's point of view; is always on the alert to help others.	____
____	10. IS ORDERLY: Systematizes his work; keeps things in their proper place; is a clean storekeeper.	____
____	11. IS HONEST: Is trusted by others; takes responsibility for his own errors; avoids temptation, bad companions, and bad personal habits.	____
____	12. IS DEPENDABLE: Is always on the job; observes company policies and procedures; does what he is told to do.	____
____	13. HAS SELF-CONFIDENCE: Believes he can and will succeed; does not know it all; never alibis.	____
____	14. IS LOYAL: Believes in the company for which he works; knows people who are qualified will be advanced; observes company policies.	____
____	15. IS INTELLIGENT: Knows what he is doing; knows his job; makes an effort to learn new methods.	____
____	16. IS ADAPTABLE: Makes adjustments easily; welcomes changes; judges new ideas on merit rather than by prejudices.	____
____	17. MEMORY: Remembers and can associate names and faces; is able to retain essential facts; discards non-essentials.	____
____	18. IS ECONOMICAL: Saves time and effort by being efficient; watches use of supplies, equipment, etc., that are costly; saves his own money as well as money for his employer.	____
____	19. USES JUDGMENT: Bases judgment on facts; makes decisions on merit; is noted for sound judgment.	____
____	20. HAS PERSISTENCE AND PATIENCE: Does not lose patience easily; tries again and again; is not easily discouraged.	____
____	21. HAS A GOAL: Understands his objective; is working toward something.	____
____	22. IS VIGOROUS: Begins day with vigor and continues until job is done.	____

UNIT VI

PERSONAL PREPARATION FOR JOBS

LESSON B: JOB APPLICATION

BEHAVIORAL OBJECTIVE:

Each student will demonstrate his knowledge of some of the factors involved in getting a job by filling out a job application form and writing a job resumé.

MATERIALS:

Application Vocabulary Matching Exercise, one copy for each student. (Cover the key when reproducing for student use.)
Job Application Form, Courtesy of Utah Power and Light Company, one copy for each student.
Resumé Outline, one copy for each student.
Want Ads.

CLASSROOM PROCEDURES:

1. Hand out the "Application Vocabulary Matching Exercise" and have the students complete it. Help the students define the words. A transparency of the exercise might be helpful.

2. Distribute the Job Application Form and complete it together as a class, allowing for discussion and questions. (Point out that applications should be filled out in ink or typed.)

3. Explain to the students that a resumé is a short summary of information that an employer would like to know about a person before he sets up an interview with a prospective employee. Hand out the "Résumé Outline." Explain the information needed and have the students fill it out.

4. Explain that a covering letter is included with a résumé when applying for a job. The letter should include: a) The job you are applying for. b) Where you saw the ad. c) Why you want the job. Pass out actual want ads. The students will use their ads to write a covering letter to include with his résumé in applying for a job.

EVALUATION:

The students will fill out a job application form and write a job résumé with a letter of application.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. A variety of job application forms are available. Have the students obtain them and compare the information required.

2. "Find Part-time Jobs" SRA Guidance Series Booklet, OEK Kit, p. 15-18.

3. "How to Get the Job" SRA Guidance Series Booklet, OEK Kit, pp. 8-10

4. Discuss the "Social Security Information" form. You may want to obtain enough Social Security Application Forms for the entire class. Fill them out as a class group and mail them for the students who do not already have a Social Security Number. (It may be desirable to obtain parent approval.)

UNIT VI

LESSON B: CLASSROOM PROCEDURE 1 Name _____

APPLICATION VOCABULARY MATCHING EXERCISE

Put the letter of the correct definition in column 2 in front of the matching number in column 1.

KEY		COLUMN 1	COLUMN 2
L	___	1. Address	A. Single, married, widowed, divorced, separated
M	___	2. Applicant	B. Name of company you worked for
K	___	3. Apt.	C. Closest relative
G	___	4. Citizen	D. Adult (not relative) who can tell something about you or how you work.
W	___	5. Defects or Disabilities	E. Age, sex, date of birth, etc.,
O	___	6. Dependent	F. Girl's last name before marriage
Q	___	7. Education	G. A person owes allegiance to the country in which he lives.
P	___	8. Employee	H. Coming from a particular nation
U	___	9. Previous Experience	I. Husband or wife's name
B	___	10. Firm Name	J. Social security number
S	___	11. Former Employer	K. Apartment
T	___	12. Ht. - Wt.	L. Where you live
V	___	13. Infractions or Offenses	Person making out application
A	___	14. Marital Status	N. A short summary
F	___	15. Maiden Name	O. People you support or help
H	___	16. Nationality	P. Worker for a company
C	___	17. Next of kin	Q. Amount of schooling
R	___	18. Notify	R. To let one know
E	___	19. Personal Data	S. Person you worked for
D	___	20. Reference	T. Height - Weight
N	___	21. Resumé	U. Number of years worked in other job
I	___	22. Spouse	V. Actions against the law
J	___	23. Soc. Sec. No.	W. Mental or physical handicaps

UTAH POWER & LIGHT COMPANY
THE WESTERN COLORADO POWER COMPANY

Application for Employment

Answer each question concisely. Please fill out in own handwriting.

Date _____

Signature (Write) _____ Social Security No. _____

Name (Print) _____ Telephone No. _____
LAST FIRST MIDDLE

Home Address _____

Present Address (If other than above) _____

Date of Birth _____ Weight _____ Height _____

Build _____
SLIGHT MEDIUM HEAVY

Physical qualifications must be approved by the Chief Surgeon of the Company before being accepted as a regular employee. Each employe may be fingerprinted.

Married or single
Widowed or divorced _____ Number of Children _____ Other dependents—give Number, Age and Relationship _____

_____

In case of sickness or injury notify _____ at _____

Own Home _____ Rent _____ Board _____ Live with Parents _____

Are you now employed? _____ If so, why do you wish to change? _____

Are any of your relatives employed by this Company? (If so, give names and relationship.) _____

_____

Have you been employed by this Company or any of its affiliated Companies before? _____

What kind of work do you desire? _____ Salary Expected _____

What qualifications in training or experience do you possess for the work for which you apply? _____

_____

Can you accept employment immediately? _____ If not, how soon? _____ Are you willing to accept employment at any of our district branches? _____

In the following spaces, list the last three positions held by you in their order, beginning with your present or most recent position:

NAME AND ADDRESS OF FORMER EMPLOYER	POSITION HELD—ALSO EXPLAIN NATURE OF DUTIES PERFORMED	HOW LONG EMPLOYED	DATE OF LEAVING	WAGES OR SALARY REC'D
Name				
Address				
Why did you leave?				
Name				
Address				
Why did you leave?				
Name				
Address				
Why did you leave?				

PERSONAL REFERENCES

(Give at least three other than relatives or former employers)

NAME	ADDRESS	BUSINESS

MILITARY SERVICE

Place registered for draft _____ Draft Board No. _____

Active duty from _____ To _____

Reserve obligation from _____ To _____

Present classification _____

Are you a member now or have you ever been a member of any Communist organization? _____

Have you ever been convicted of a felony? _____ Where? _____ When? _____

EDUCATION

Place Grammar School Attended _____ Grade Finished _____ Year Finished _____

Place High School Attended _____ No. Years _____ Graduate _____ Year Finished _____

Place College (or University) attended _____ No. Years _____

Course Pursued at College _____ Degree Obtained _____ Year _____

Business Courses Taken _____

Technical Courses Taken _____

Now Studying _____ What? _____

What further education or training is desired? _____

Hobbies (if any) _____

REMARKS

(The following may be used for additional remarks by Applicant)

This Application effective for 6 months only

UNIT VI

LESSON B: CLASSROOM PROCEDURE 3

RÉSUMÉ OUTLINE

Name:

Address:

Telephone:

Personal Data: Age ___ yrs. Height ____ Weight _____
Marital Status: _____ Health _____ Sex _____

Educational Background
School enrolled:
Subjects I like best:
Subjects I did best in:

Work Experience: (Mowing lawns, babysitting, golf caddy, newspaper route, gardening, house work.)

Extracurricular Activities in School: (Student government band, sports, assemblies, etc.)

Additional Hobbies and Talents:

References: (People who can recommend you.)

UNIT VI

LESSON B: OTHER SUGGESTED ACTIVITIES AND MATERIALS 4

SOCIAL SECURITY INFORMATION

In order to fill a Job Application Form you will need a Social Security Number. You can find out where to apply for this number from your post office. When you receive the card with your Social Security Number on it, take good care of it and keep it in a safe place because you will need it at various times throughout the rest of your life. For instance, you should have this card with you whenever you apply for a job.

What is Social Security? When you work you have to pay the government about six cents out of every dollar you earn. This is taken out of your payckeck by your employer. He also pays the government six cents for every dollar you earn. This six cents is called Social Security Tax.

What is Social Security for?

1. When you are 62 or 65, you and your wife (or husband) will get money from the government every month. This is the age at which most people retire.

2. If you have been injured in an accident or have become ill and can no longer work, you get money.

3. If a man dies before his wife does, she gets the money. His children also receive money each month if they are under eighteen.

4. Under Medicare, you will get part of your doctor and hospital bills paid when you are over 65 years old.

You will receive more money in social security benefits or payments:

1. The more regularly you work.

2. The more you earn.

The exact amount you will get as social security cannot be given now. It will depend upon: How long you have worked, how much you earned, the way the law is written.

UNIT VI

PERSONAL PREPARATION FOR JOBS

LESSON C: JOB INTERVIEW

BEHAVIORAL OBJECTIVE:

Each student will participate in preparing for a job interview by role playing or observing an interview.

MATERIALS:

"Shane Makes an Impression," one copy for each student.
Interview Questions, one copy for each student.

CLASSROOM PROCEDURES:

1. Hand out the story, "Shane Makes an Impression." Read and use as a basis for a discussion on job interviews. Have the students suggest ways in which Shane could have made a better impression.

2. Divide the students into groups. Have them make a list of things which would help them to have a successful interview. Compile a list on the board. The following are suggestions:

BEFORE THE INTERVIEW

a. Be well groomed
b. Be dressed appropriately
c. Go alone
d. Be on time
e. Take what you need (pen, Soc. Sec. No., working papers.)
f. Find out what you can about the company

DURING THE INTERVIEW

a. Maintain good posture
b. Answer all questions asked but be brief.
c. Do not talk about personal or financial problems.
d. Be well mannered
e. Use good English
f. Do not chew gum or smoke
g. Ask questions to find out about the job or what you should do next

3. Hand out the "Interview Question Sheet." Have the students read through them, while considering what an interviewer would learn about them from their answers. Have the students role-play several interviews with student volunteers taking the parts of the interviewer and the interviewee. The interviewer may select questions from the "Interview Questions" sheet. You may ask some students to present the negative approach by improper dress, language, etc.

EVALUATION:

Each student will participate in preparing for a job interview by determining successful procedures for interviewing and by role-playing or observing an interview.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. "A Job Interview" Part 1 & 2, Guidance Associates Filmstrip, No. 103-901.

2. Invite a professional interviewer or employer to class and have him conduct a few mock interviews.

UNIT VI

LESSON C: CLASSROOM PROCEDURE 1

SHANE MAKES AN IMPRESSION

Shane sat in a leather covered chair in the State Employment Office waiting for a job interview. He had seen an ad in the newspaper for a part-time custodian. He needed the job, but he was worried about getting it. Shane had run into trouble when he filled out the application because he did not understand some of the questions.

The office door opened and the interviewer called his name. Shane went into the office, sat down, and tensely waited for the first question.

Interviewer: Good afternoon, Shane. I see that you have applied for a job as a custodian.

Shane: Ya, I seen that ad in the newspaper and thought I'd take a stab at it.

Interviewer: Do you enjoy maintenance work, keeping things clean, repairing machines and equipment, painting and so forth?

Shane: Well, I ain't done too much before, but I might be able to do it if I tried real hard.

Interviewer: This job is a training position for a person who would want to work full-time later and eventually grow into better paying jobs with the company. Would you like that?

Shane: Yes, I want a job like that cause I wouldn't want to be a janitor all my life. But, I don't want no full-time work now cause I'm still goin' to school. This is my last year.

Interviewer: After you graduate, could you begin to work full-time?

Shane: Ya, I don't want to waste no time after I git outta school.

Interviewer: I see. What kind of a wage do you expect to earn on this job.

Shane: I ain't sure. Haven't really thought about it.

Interviewer: What kind of grades do you get in school, Shane?

Shane: Oh, I git good grades in P.E., but most of the other teachers don't like me, so I don't do too good in the other classes.

Interviewer: Well, we don't have anything for you right now, Shane. If we do, we will get in touch with you.

Shane: Thanks anyway, I'm glad I seen ya.

Interviewer: Good-bye, Shane.

UNIT VI

LESSON C: CLASSROOM PROCEDURE 3

INTERVIEW QUESTIONS

Questions frequently asked during the employment interview, as reported by 92 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University.

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most.
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for us?
6. What jobs have you held? How were they obtained and why did you leave?
7. What classes in school did you like best? Least? Why?
8. What do you know about this job and our company?
9. What are your qualifications for this particular job?
10. What are your ideas on salary?
11. How do you feel about your family?
12. How interested are you in sports?
13. How well are you doing in school? Have you done the best you could?
14. What personal characteristics are necessary for your success?
15. What is your father's occupation?
16. Are you looking for a permanent or temporary job?
17. Do you prefer working with others or by yourself?
18. Who are your best friends?
19. What kind of boss do you prefer?
20. Are you primarily interested in making money or in giving service to your fellowmen?
21. Can you take instructions without feeling upset?
22. Tell me a story?
23. What do you plan on doing, as far as education is concerned?
24. How long do you expect to work?
25. What is the source of your spending money?
26. Have you saved any money?
27. Do you attend church?
28. Do you like routine work?
29. What is your major weakness?
30. Define cooperation.
31. Will you fight to get ahead?
32. Do you demand attention?
33. Are you eager to please?
34. What do you do to keep in good physical condition?
35. How do you usually spend Sunday?
36. Have you had any serious illness or injury?
37. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
38. What types of books have you read?
39. What types of people seem to "rub you the wrong way?"
40. What have you done which shows initiative and willingness to work?
41. Do you have any bad habits?
42. What kind of work interests you?
43. What are your own special abilities?

UNIT VII

PREPARING FOR CHANGING TIMES

BEHAVIORAL OBJECTIVE:

Each student will participate in discussions and share ideas about our changing times and the potential effort on his career choice.

MATERIALS:

Object or series of objects to use for Inquiry (Optional) "Jobs: What to Look for in 1980." by Hugh McDonald, North American Newspaper Alliance, U.S. Department of Labor, one copy for each student.

CLASSROOM PROCEDURES:

1. Use one of the following as an introductory activity:

   a. Have the students think of any changes in the world that have taken place during their lifetime. For example, the space program, open-heart surgery, organ transplants, environmental problems or energy crisis. Select one of the following methods:
      1) Write the changes on the chalkboard as students think of them.
      2) Have the students work in groups to list the changes and present them to the class for discussion.
      3) Have the students work individually to list the changes and then share them with the class.

   b. Use the Inquiry method where students ask questions that can only be answered with "yes" or "no." Bring an article or series of articles that have to do with changing times. For example: An old rusty can (pollution), a model car (energy), space rocket (space program), poloroid camera (inventions), plastic article (energy), candy bar (inflation), or mini-calculator (computers). Have the students find out how theobject or objects are related to current changes in the world.

2. Discuss changing times. Can you control your future? Are changing times good or bad? (More variety of jobs, some jobs out-dated, new jobs created, more specialized jobs, increased importance of education, more people on the job market.) For example a. Governmental controls in agriculture have caused problems in ranching and farming. b. Emphasis on environment has brought about new careers in pollution and ecology. c. Women's lib is changing attitudes about women's work, salaries, and role in the home. d. Localproblems oftentimes create new jobs.

3. Discuss the action students can take in choosing their careers to meet the challenge of changing times. How can you keep informed about changes in the world of work? Who can you talk to? What can you read? Where can you go?

4. Hand out, "Jobs: What to Look for in 1980." Have the students read it and select 3 jobs and/or fields that show promise in the future, in which they are interested. You could require this in writing.

EVALUATION:

The students will participate in discussions and activities on changing job trends and actions they can take to meet the challenge.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Develop bulletin boards on "Our Changing Times," or "Yesterday - Today - and Tomorrow."

2. Organize panel discussions or debates on current problems as they relate to future career possibilities.

3. Have the students write and illustrate a composition on what our world will be like 25 years from now in relation to careers.

4. Have the students collect pictures, newspaper articles, editorials, cartoons, etc., to make a booklet about "Careers in Our Changing Times."

UNIT VII

CLASSROOM PROCEDURE 4

JOBS: WHAT TO LOOK FOR IN 1980

By: Hugh McDonald
North American Newspaper Alliance

From: U. S. Department of Labor

Subject: Advice on Counseling Your Youngster About Jobs for the 1980's

If your daughter is thinking about becoming a teacher, tell her to think twice. There will be an overabundance of both elementary and secondary school teachers in 1980. She'd be far better advised to consider becoming a pharmacist, as the demand will be enormous.

If your son is thinking about becoming a mathematician, tell him the market won't be nearly as great 10 years hence as it is today. And if he's planning to rely on getting a job as a machine operator or a construction laborer, tell him to forget it, too.

By 1980, for the first time in history, there will be more white collar workers in the nation's work force than blue collar, service employees, and farm workers combined. In fact, the market for unskilled workers, which is not exactly booming, will actually decline during this decade, despite the fact that the nation's work force will jump from 82 million now to 100 million in 1980. By then, one out of every six workers will have a college degree, and seven out of ten will have a high school education.

The projections for both the job market and the economy for 1980 are the result of an intensive, two-year study, recently completed by the Labor Department. Based on the department's past projections--its 10-year-outlook in 1960 was remarkably accurate--the implications for the economy are enormous:

There will be a substantial shift away from federal spending for defense, particularly in the military aircraft, electronics, and munitions industries.

Spending at all levels for highways, one of the fastest growing areas of expenditures during th 1950's and 1960's, will taper off noticeably by 1980.

Spending for public education, which in the past two decades has consumed more of the local and state dollar than any other single item, will drop dramatically in the annual rate of increase.

The reason for the slowdown is simple--the post-World War II baby boom is finally over, and there simply will not be as many children to educate. In fact, there will be fewer children in the nation's public elementary schools in 1975 than there were in 1968, and the 1980 estimate of 25.5 million grade school children will be the same as it was two years ago.

In the junior and senior high schools, the total will reach a peak of 19 million in 1976, but will drop 2 million by 1980. This fact, incidentally, accounts for the need for fewer teachers 10 years from now.

"These three dramatic shifts–from defense to domestic spending, and less money needed for highways and schools–will have a tremendous impact," said Ronald E. Kutschener, a Labor Department economist.

"This doesn't mean there will be an oversupply of money for the states and cities, but it does mean that far more resources may be diverted to emphasize the areas where the need is so urgent: ,waste disposal, mass transit, sewage treatment facilities, urban development, public housing, police and fire and the courts," said Kutschener.

What about the job market? "There will be a fantastic demand for employees in all areas of health service, and similarly in the residential construction industry," he said.

There will also be a sharp increase in the need for workers in the service industries, and in the wholesale and retail trades. Further, there will be nearly 5 million more persons employed by the government, all but one per cent of them on the state and local level," Kutschener said.

He added that women will increasingly gain more jobs, and by 1980 will constitute fully 43 per cent of the nation's work force. Employment for the blacks will also increase faster than the rate for whites during the decade, 2.4 per cent to 1.6 per cent. But it's due primarily to the fact that proportionately more blacks will be entering the work force.

Also, for the first time in history, by 1980 the supply and demand for college graduates will have equalized, though there will continue to be a severe shortage in particular fields, especially medicine and engineering.

The bureau's projections rebut the popular myth that the average work week will shrink rapidly. It forcasts an annual reduction of only 0.1 per cent–from 38.1 hours in 1968 to 37.8 in 1980. And most of that reduction is because of the expected increase in part-time workers.

The biggest shift in the labor force will be in the 25 to 34 age group, where there will be 8 million more workers in 1980 than there are today. On the other hand, there will be an actual drop in the number of workers aged 45 to 54–mainly those born during the depression–in the 1980 labor force. It is this age group that has traditionally been at the top of the ladder in running the nation's business.

Finally, say the department, the rate of increase in the number of teenagers will drop markedly during the 1970's, from nearly 5 per cent to only 1 per cent. To some, that may be the most reassuring projection of all.